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Frances Jenkins Olcott

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BY

FRANCES JENKINS OLCOTT

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The Children's Reading

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The Children's Reading

THE CHILDREN'S READING

BY

FRANCES JENKINS OLCOTT

Revised and Enlarged Edition

BOSTON AND NEW YORK
HOUGHTON MIFFLIN COMPANY
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1927

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GRATEFULLY DEDICATED

TO MY

FATHER AND MOTHER

To the Reader

THE aim of this book is to meet in a simple and practical way the following questions often asked by parents:

Of what value are books in the education of my children?

What is the effect of bad reading?

How may I interest my children in home-reading?

What kind of books do children like?

What books shall I give my growing boy and girl?

Where and how may I procure books?

These questions are answered in fifteen chapters, each followed by a descriptive list of books helpful to parents and to child-study clubs, or suitable for the children's own reading. All juvenile books recommended are selected by standards based on Christian ethics, practical psychology, and the literary values of generally accepted good books. Instruction is given for pro-

curing books by purchase or from public libraries. Special suggestions are made for mothers living in the country.

This Revised Edition

It is fourteen years since *The Children's Reading* first appeared. During this period its book lists have not been revised. It is gratifying to know, however, that the book itself is still steadily used by mothers and educators.

The time is now ripe for a revision. Hosts of new books for children have been published; old titles have gone out of print; authors and illustrators have made their bows; prices have mounted; and certain tendencies good and bad are appearing in books for children, that should be carefully noted.

Besides the general revision and enlargement of this new edition, there has been added a chapter, "Some Recent Tendencies," discussing and analyzing new phases of juvenile book production. (See page 19.)

The revision itself has been gradual, the work of years, during which hundreds of

books have been evaluated and checked by definite standards.

These educational standards, or principles, of book selection are the same as those underlying the selection in the First Edition. These standards, or principles, were deduced by the present writer from experimentation in the laboratory children's libraries of the Carnegie Library of Pittsburgh. They were further assembled and pedagogically organized through her lecture courses when she was Director of the Training School for Children's Librarians of the Carnegie Library of Pittsburgh.

The application of books and reading — with emphasis on pleasure-reading — to the education of thousands of children of all grades, social classes, and many races was carried on in this laboratory experimentation over a long period of years.

Experiments in children's reading have been continued to date by the present author, in new fields, and added to by careful study.

Deductions show that there are well-de-

fined progressive unfoldings of reading tastes and habits from babyhood to adult life. These vary in accordance with the influence of racial and social environment, and with variations in individual tastes and interests as developed by special talents; also as affected by subnormal mentality. They show, likewise, the guiding influence of definite lines of reading on the training of the emotions, the development and stimulation of the faculties, and the acquisition of knowledge and its application to daily life. In this Revised Edition, the discussions and book lists follow the development of the reading tastes, habits, and interests of normal children from birth, through babyhood, childhood, youth, to adult life. There adult education begins.

This little guide, therefore, offers a working medium between parents and teachers and the children. It is practical because children, thousands of them, have taken part in its making. Their tastes and fancies, their likes and dislikes, their delight and happiness, have all been considered, and also their profit.

Brooklyn children as well as Pittsburgh ones have contributed to this book. And the writer's thanks are due her boy and girl friends, past and present, of both Brooklyn and Pittsburgh, who have permitted her to choose their reading and whose many suggestions and ideas are embodied in these pages.

Her thanks are due, also, to library friends of East and West, who have made suggestions, and to her mother, Julia Olcott, for valuable help, and to Virginia Olcott for aid in selecting the books on Drama.

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A TABLE OF CLASSICS

AND NOTABLE PERSONS INFLUENCED BY THEM

This table cannot show to full extent the number of famous people influenced by the books which are listed. Biographies often state merely that such and such a man was a voracious reader in his youth, devouring every book that came to hand. Most of the books listed here were read before the readers were sixteen years old, and many before they were twelve. Many biographies have been compared so that the material presented here is collected from different sources.

THE BIBLE

- Queen Elizabeth
- Daniel Webster
- Harriet B. Stowe
- John G. Whittier

ARABIAN NIGHTS

- Alexandre Dumas
- Sir Henry Layard
- Leigh Hunt
- Tolstoy

DON QUIXOTE

- Longfellow
- Dickens
- Aldrich
- Emerson

FAERIE QUEENE

- Lowell
- Milton
- Hawthorne
- Keats

FAIRY TALES

- Charles Lamb
- Sir Walter Scott
- Robert Burns
- Coleridge

GULLIVER'S TRAVELS

- Hugh Miller
- Lucy Larcom
- Walter Besant

ODYSSEY

- Henry M. Stanley
- Hugh Miller
- Ruskin
- Wagner

PILGRIM'S PROGRESS

- Rufus Choate
- Sir Humphry Davy
- Benjamin Franklin
- Charles Lamb

PLUTARCH

- Napoleon
- Alexander Hamilton
- Madame de Maintenon
- Madame Roland

ROBINSON CRUSOE

- Macaulay
- Washington Irving
- Coleridge
- Alexandre Dumas

SCOTT'S NOVELS AND POEMS

- Bayard Taylor
- Hawthorne
- Lowell
- Stedman

SHAKESPEARE

- Daniel Webster
- Lincoln
- Darwin
- Emerson

THE CHILDREN'S READING

CHAPTER I

THE INFLUENCE OF GOOD BOOKS

"Sir, he hath never fed of the dainties that are bred in a book; he hath not eat paper, as it were; he hath not drunk ink; his intellect is not replenished." — SHAKESPEARE.

THE guiding of the children's reading is of great importance because it is fundamental. It strikes at the roots of many weedy growths that weaken and hamper the healthy development of character. For even as when desiring a beautiful garden, we prepare the soil and plant the selected seeds, and pluck out the weeds; so should we carefully prepare the children's minds, root out the tares, and fill their imaginations with the noble thoughts and ideals of those great books which will help the developing men or women to resist ignoble and corroding influences.

Since it is satisfying to have tangible reasons for the faith that is in us, let us glance for a moment at some evidence from the Past which proves the importance of early training of children and the power of good books to mould character and shape events. We shall arise from such examination with renewed earnestness and a desire — born of conviction, not sentiment — to pass along the joys and helps of literature to all children for whom we are responsible.

"You know also that the beginning is the chiefest part of any work," says Plato, "especially in a young and tender thing; for that is the time at which the character is formed and most readily receives the desired impression." "Childhood is a tender thing," testifies Plutarch, "and easily wrought into any shape. Yea, and the very souls of children readily receive the impressions of those things that are dropped into them while they are yet but soft; but when they grow older, they will, as all hard things are, be more difficult to be wrought upon. And as soft wax is

apt to take the stamp of the seal, so are the minds of children to receive the instruction imprinted on them at that age."

Not only Plato and Plutarch, but modern educators agree that "the child is father of the man," and that to train children in the way they should go insures that they will not depart therefrom. For childhood is without question the impressionable period, the time for educating the imagination to normal action, for instilling good habits, for teaching the distinctions between right and wrong, and for laying the foundation of the spiritual life. All unconscious are the children of this process of imbibing ideas and suggestions to be recalled and used automatically when they come to years of judgment. This storing process cannot be more surely accomplished than by arousing the children's interest in good books. To this bears witness much evidence from the Past and Present.

As we read the life of many a great man or woman we find convincing proof of the power of books *read in the home*. Often the awakening of feelings and emotions, and sometimes

of strong purposes governing after life, is traceable to books read in childhood, or to the promptings of book-loving parents.

These points are best illustrated by a few examples of the influence of one great author — Plutarch — of whom Emerson says "His grand perceptions of duty led him to his stern delight in heroism; a stoic resistance to low indulgence; to a fight with fortune; a regard for truth; his love of Sparta, and of heroes like Aristides, Phocion, and Cato. He insists that the highest good is in action. . . . His delight in magnanimity and self-sacrifice has made his books, like Homer's Iliad, a bible for heroes."

Many are the evidences of Plutarch's influence. A few will do here for illustration. "You could not have sent me anything which could be more agreeable," King Henry the Fourth wrote to his wife, Marie de' Medici, "than the news of the pleasure you have taken in this reading. Plutarch always delights me with a fresh novelty. To love him is to love me; for he has been long time the instructor of my youth. My good

mother, to whom I owe all, and who would not wish, she said, to see her son an illustrious dunce, put this book into my hands almost when I was a child at the breast. It has been like my conscience, and has whispered in my ear many good suggestions and maxims for my conduct, and the government of my affairs."

We find Madame Roland carrying Plutarch to church with her instead of a prayer-book — that was when she was nine years old. "From that period," she writes, "I may date the first impressions and ideas that rendered me a republican." So it was Madame Roland's childhood reading that laid the foundations for her political views which led to her martyrdom in the cause of liberty. The same author exerted a strong influence over the young Napoleon, who read with avidity history, especially of ancient republics. The "Commentaries" of Cæsar was also one of his favorite books.

In like manner we may trace the effect of countless other books — from the Holy Bible, that has moved nations and wrought

miracles in the souls of men, to the writings of poets, sages, historians, and novelists that have helped to mould character and shape events.

Masson writes that there are evidences that Milton's earliest reading had ranged far beyond the day's theological works and "it is with his early readings of Du Bartas, Spenser, and other poets, that we are bound, by the concord of time, to connect his own first efforts in English verse. According to Aubrey he had been a poet from the age of ten."

"The first two books I ever read in private," writes Burns in a delightfully reminiscent letter to his friend Dr. Moore, "and which gave me more pleasure than any two books I ever read again, were 'The Life of Hannibal,' and 'The History of Sir William Wallace.' Hannibal gave my young ideas such a turn that I used to strut in raptures up and down after the recruiting-drum and bagpipe, and wish myself tall enough that I might be a soldier; while the story of Wallace poured a Scottish prejudice in my veins,

which will boil along there till the floodgates of life shut in eternal rest."

Gladstone enumerates some of his early books — "Pilgrim's Progress," "The Arabian Nights," "Tales of the Genii," and Miss Porter's "Scottish Chiefs." The latter, he says, touched him deeply, "especially the life and death of Wallace, used to make me weep. This would be when I was about ten years old." A list of Gladstone's readings the year he was seventeen is most impressive. It includes among other things Molière and Racine, "Tom Jones," Tomline's "Life of Pitt," Leslie on "Deism," Locke's "Defence of the Reasonableness of Christianity," Milton's Latin poems and "Paradise Lost," Jonson's "Alchemist," and Scott's novels including the "Bride of Lammermoor." The last he called a beautiful tale, and it was in after life a favorite book. Says Morley, referring to Gladstone's notes on the books he read, "Mention is made of many sermons on 'Redeeming the time,' 'Weighed in the balance and found wanting,' 'Cease to do evil, learn to do good,' and other ever unex-

hausted texts. One constant entry, we may be sure, is 'Read Bible.'"

Into the field of science we trace the book influence. The twelve-year-old Huxley lighted his candle before daylight and with a blanket pinned about his shoulders read Hutton's "Geology." "One of his boyish speculations," says his son, "was as to what would become of things if their qualities were taken away; and lighting upon Sir William Hamilton's 'Logic' he devoured it to such good effect that when, years afterwards, he came to tackle the great philosophers, especially the English and German, he found he had already a clear notion of where the key of metaphysics lay."

It is not possible to give in this limited space many examples of the influence of books. The reader is referred for further evidence to the table of early readings of great people which forms the frontispiece of this volume. But we cannot better close this brief survey than with a glimpse of young Abe Lincoln stretched out on the cabin floor, reading, by the light of a burning log, those

precious books to borrow which he had tramped many a mile. He learned Burns by heart, and Shakespeare, too,— a significant fact when we consider the depth and breadth of Shakespeare's humanity, and that Burns sang the brotherhood of man.

Thus we find that the Past presents an overwhelming and convincing mass of proof as to the influence of books. We find many men and women deeply moved and impelled by what they read — strong virile literature capable of impressing the imagination. And, what is of educational importance, we note that many of these books were read, appreciated, and their contents absorbed by the very young.

With this evidence before us we should surely feel more than ever the grave responsibility of directing the children's reading, cultivating their powers of discrimination, and making them book-lovers in the finest sense of the word. One may then say with the Lacedemonian, who, when asked what he had done for the child in his charge, replied, "I make good and honest things pleasant to children."

SOME INTERESTING ARTICLES ON THE EARLY INFLUENCE OF GOOD BOOKS

Books for children to read. (In Baldwin, Book Lover.)

Evidences of the influence of books on great men, and advice on the selection of children's books.

On novels and the art of writing them. (In Trollope, Autobiography.)

On the character-moulding powers of the good and bad novel, and of the novelist's responsibility.

On reading old books. (In Hazlitt, Plain Speaker.)

A charming essay laying emphasis on the pleasures of reading in youth.

The problem. (In Moses, Children's Books and Reading.)

A plea for strong reading for children — a chapter in a book dealing with the growth of children's literature. Contains valuable bibliographies on the subject.

The value of good books. (In Lowe, Literature for Children.)

Mr. Lowe's book is practical, yet stresses the value of real literature in the education of children.

What children read. (In Repplier, Books and Men.)

A spicy essay comparing the strong book with the weak.

CHAPTER II

EFFECTS OF BAD BOOKS

"Let everything possible be done to keep these sensitive boys and girls, but particularly the former, from familiarity with crime. Do not thrust desperadoism upon them from the shop-windows through the picture-covered dime novel, and the flaring pages of the 'Police Gazette.' It is just such teaching by suggestion that starts many an honest but romantic boy off to the road, when a little cautious legislation might save him years of foolish wandering and the State the expense of housing him in its reformatories later on. I write with feeling, at this point, for I know from personal experience what tantalizing thoughts a dime novel will awaken in such a boy's mind. One of these thoughts will play more havoc with his youth than can be made good in his manhood." — FLYNT, "Tramping with Tramps."

ALL our modern children are not Miltons, Madame Rolands, or Lincolns, living comparatively isolated lives, and surrounded by a few strong books not written for children. To-day we have to face rapidly changing conditions. Education is no longer for the fortunate few, but for all. Interests are wider, though with a tendency to superficiality, and good and bad books may be had almost for the asking. So before we proceed to select reading for the present-day boys and girls it is helpful to examine some of the

deteriorating influences which affect their reading tastes.

Modern city children are thrust, almost in babyhood, into the ceaseless, bewildering rush of life outside the home. They are exposed in a truer sense of the word than are the children whom the heathen abandon to die of cold and hunger — exposed to evil foes attacking from all sides: to weak and bad companions, to the exciting pleasures of the street, to the influence of low shows, moving pictures, and bill-posters, and to the dangerous suggestions of the cheap and shoddy story. Thus the children's virtues are likely to be corrupted, and their minds filled with coarsening thoughts and ignoble purposes.

The church, school, settlement, playground, and public library are all doing their share to counteract deteriorating influences, but the foundations of the walls that will successfully shut out these warring enemies of the soul must be laid *in the home*. Teachers, librarians, and social workers may coöperate, but they cannot serve as substitutes for educated parents, who, by the laws of family

relationship,— likeness of mental processes, and force of personal example, — exert a very powerful, direct, daily influence on the moral, mental, and spiritual growth of their children.

The most forceful virtue-fostering influences are to be found in the highest type of the home. But the home in these modern times has undergone changes which have weakened its constructive powers. The mother is the home-maker. The modern factory now manufactures many household supplies which the mother formerly made with her own hands. Thus for some time past she has been relieved of a number of home duties, and her time and attention have been diverted to pleasures and duties of outside life. Hitherto the modern mother has had little time for the old-fashioned companionship with her children, to read, work, or sew with them, or to devise their amusements. The father has been too absorbed by his business to enjoy his children. Thus many a home has offered no inducement to look for amusement there, consequently it has lost its strength to counteract evil outside forces.

Happily there has been of late a strong reaction towards home-making and personal parental supervision. The mother is now making a wise adjustment of her time between home duties and the pressing calls of the outside world — philanthropic, educational, and civic. She is studying the best methods of developing her children, including the guiding of reading. Indeed, the mother now realizes that weak and vicious books undermine character.

In order to meet actual conditions, when guiding the children's reading, all parents should know something of the nature of the bad books that fall so easily into their children's hands.

There are two classes of bad books: one the thrilling tale of impossible adventure, weak, sentimental, and enervating, neither strong enough to incite to action, nor aiming to inculcate noble ideas of right and wrong; the other the really vicious tale, written in bombastic language and presenting false standards of life and morals under the glamour of sensational love-story, or daring adventures

of criminals, detectives, and other questionable heroes; and still others exulting in the horrors of modern warfare, thus arousing emotions of murder in the breasts of young boys.

It is scarcely possible to keep the children, especially city children, from some knowledge of these books. For weak and vicious fiction may be found everywhere. It may be bought for a few cents from the news-stand, rented from cheap subscription libraries, borrowed from comrades, and found even on the shelves of those public libraries which exercise no educational supervision over the selection of the books they provide for the children of their communities.

Impelled by the natural force of book-hunger, boys and girls will read *something*, and they want that something to be exciting or emotional. If good and entertaining books are not provided the boy may subsist entirely (possibly in secret) on a diet of trashy, harmful fiction, and if procurable, on the lurid pages of sensational magazines while the girl will eagerly devour the vulgar love-episodes

of the family story papers, and the cheap "yellow novels." Even if good books are made available the boy will probably read his quota of harmful fiction.

Happily the real danger from reading these tales does not lie in enjoying a few of them, but in the continuous indulgence in weak and vicious reading. At a very early period constructive home influences should be brought to bear on the children. Their powers of discrimination should be developed, and mentality strengthened. After a while they will find that the cheap story palls and becomes insipid, and sensational adventures seem no longer plausible, or worth reading, when they may have a vigorous story for the asking. When children reach this stage, the "yellow" book has no longer any hold upon them.

If, however, constructive influences are not brought to bear, the boy is likely to retain in his character the marks set by the false standards of life, the mock heroics, and the criminal suggestions of flashy magazines and story books. The girl will continue to feed

on those vulgar love-tales, which cannot fail to color her views of life in general.

Another evil force to be fully reckoned with is the uncensored moving-picture-show, where on the screen are vivified the doings of criminals, outlaws, and vagabonds. It is a common occurrence in the public library for children to ask for books by the titles of the current programmes of the neighborhood picture-shows; proving the power of moving-pictures to excite interest in sensational reading. Here the same undermining forces are at work as in sensational fiction — the suggestions entering the mind through the same powerful medium, the imagination.

In this necessarily brief survey of the effects of bad reading it is not possible to present the matter from all sides. The reader is therefore directed for further information to the following books containing much food for thought.

ON THE INFLUENCE OF BAD BOOKS

Little Pharisees in Fiction. (In Repplier, Varia.)
Of Elsie Dinsmore and her kind.

The Children of the Road. (In Flynt, Tramping with Tramps.)

"In the bottom of their hearts they are no worse than the average boy and girl, but they have been unfortunate enough to see a picture or hear a story of some famous rascal and it has lodged in their brains; until the temptation to 'go and do likewise' has come upon them with such overwhelming force that they simply cannot resist."

The Influence of Books. (In Field, Fingerposts to Children's Reading.)

Gives practical illustrations of the effects of bad books.

CHAPTER III

SOME RECENT TENDENCIES

"The present age is more concerned about pure food than about pure books. . . . We do not have the frankness and vulgarity of the eighteenth century; but instead we have the most studied forms of insinuation, the harm of which was not approached by the coarseness of former times. Many a present-day story makes the ordinary course of life seem uninteresting; a dangerous thing for a book to do, according to Ruskin." — ORTON LOWE.

IN studying the development of children's literature, one finds that each epoch has impressed definite characteristics on its books for boys and girls. There have been periods when romance and fairy tales, ethics of conduct, Christian nurture, nature-study, heathen mythology, and other subjects have reflected the fads and educational movements of their decades, and each has dominated in turn.

Some of these periods were marked by a ponderous gravity that made their juvenile-book product self-conscious and dull. Such books, naturally, died the death.

Perhaps the most noteworthy class of

"juveniles" produced in old days was that built upon the struggles and achievements of settlers, hunters in the wilds, seafaring men and whalers, and early patriots. Many of these story books were animated by a sturdy patriotism, courage, and perseverance, by a ruling sense of justice, duty, and honor, and by a realism of the "Robinson Crusoe" kind. And back of all, lending strength and cohesion, was the habit of family Bible reading and Prayers, which nourished the strong Christian Faith that gave such distinctive character to those good old days when common men and women lived simply and bravely. Happily many of these pioneer tales are being reprinted for modern children.

Sunday-School books, too, once filled a real educational place; but they have now nearly vanished. A discussion of their usefulness may be found on page 318.

But in this chapter we have to consider only the impress of twentieth-century thought and life upon recent books for boys and girls. This is a time of catholic tastes and interests, much running to and fro, marvelous inven-

tions, lax morality, and greed of gain and power.

From foreign lands comes a cultural literature for our children which is of educational value. Also from all lands of the world are brought by hordes of ignorant immigrants ideas, manners, and ways of doing at variance with early American traditions. Comes likewise propaganda for red revolution. The sturdy Anglo-Saxon spirit of '76 is threatened with extinction. Our public schools are trying to stem this tide of Old World evils by turning the children of the foreign-born into staunch American citizens. They are also making them into eager readers.

Meanwhile the printing presses, to feed these book-hungry children, are pouring forth "juveniles" by the million copies. Some represent the best in life past and present, others are breeders of evil; and still others, colorless and vain. And the boys and girls are devouring all they can get.

Of children's recent books flooding the market, there are four classes: the textbooks,

which do not come within the range of this chapter: the handsome gift editions, sold to people with full purses: the library and household books of moderate cost; and the tons of low-priced, sensational stuff, garishly covered and colored, which are annually sold over the counter to mothers, and to boys and girls also. These cheap, trashy books form a large part of the reading of many city children.

A decade or two ago nickel and dime novels held the boy's rapt attention. *Nickels* and *dimes* have passed away, but many of their titles are being issued in higher-priced forms. But to-day the new and popular type of wildly improbable story is about boys with motor cars, aeroplanes, radios, and marvelous inventions; about Boy and Girl Scouts, Camp Fire Girls and their strange doings. There are, of course, many excellent Scout and Camp Fire stories, which should not be confused with the trashy tales that weaken the reading taste.

To counterbalance, as it were, the reading of this trash, certain publishers are issuing classics in delightful format for young people

and children. Some of these, published in series, are magnificent with their gold decorations, brilliant picture-covers, and richly colored plates by well-known artists. Others are less ornate, but very attractive in their gay covers and illustrations, and are not so expensive as their more magnificent brethren. Then there are excellent cheap reprints of good story books that have stood the test of time. Mothers may buy books like these, with confidence, knowing that they are providing their children with the best.

But in purchasing a classic, a mother should inquire whether it has been mutilated by abridgment or adaptation. In cases of some lengthy volumes of travel, history, biography, and books like the "Arabian Nights," abridgment may be necessary. But of "Ivanhoe," "Robinson Crusoe," "Lorna Doone," and other famous stories whose strength lies in their entirety, the best possible texts should be given the children.

The moderately priced, modern story books for library or home are increasing in large numbers. Some of them are thrilling and

wholesome. But it is an amazement how many of them fall to a level of low morals. Laudable success by eavesdropping, spying, disloyalty, and especially by lying, smudge many a story book that would otherwise be excellent. Lying commended by the author is the ugliest yellow streak in modern books for children. A girl exclaimed recently, after reading about a little Princess who is a chief of little girl prevaricators, "Why does the author do it? She does not have to!"

And that is the crux of the matter: the lies are so frequently pulled in by the forelock. Often it is the boy or girl with the straightforward eyes and frank, open countenance, whom one has but to gaze upon to trust, that heroically and gallantly lies. Before long there doubtless will be an educational reaction against books teaching that deceit and untruth are virtues. Then into the waste-basket, with the discards of the past, will go these ugly tales that are undermining the American child's integrity.

Books covering folk-lore of many peoples and climes are being published for little

children. The evil things savage and primitive people do and think are present in their folk-tales. And in many of these recent collections for little children is most objectionable matter — trickery, brutality, horrors unspeakable, without retribution, and made commendable.

A welcome reaction from stories of the Great War with their hatreds and spies are the romances, adventures, sea stories, and Indian tales of the past that are coming from the press. May they be forerunners of many other stirring, wholesome tales for boys!

The mystery story for girls is a bad offender in the field of subterfuge and prevarication. But there are many recent stories for girls, of excellent tone. One blessing this practical age has brought to girls is freedom from super-conventionalities. The outdoor world is open to them, the world of adventure, hiking, skating, tennis, basketball, swimming, and other sports. A by-product of this new outlook on girlhood is a wholesome class of fiction. Before the invigorating atmosphere of sport-life, the miasmas of

trivial worries, petty intrigue, false values, and limited social view, which once formed the plots of so many books for girls, must vanish. Then there is a new type of happy-hearted, character-building story being written for girls, about home, business, and good comradeship. Books like these, with emphasis upon self-respect and loyalty, will leave womanly sentiments in the minds of their girl-readers.

Twentieth-century scientific discoveries and theories are materially altering both the substance and spirit of serious books for children. Applied electricity, chemistry, inventions, engineering, handicrafts are producing their quota of trustworthy practical books by experts. Boy and Girl Scouts and Camp Fire Girls are inspiring books of fun and activities. The Safety, Health, Red Cross, and World Friendship movements have their literatures.

But it is in recent nature books written for children that we see important influences affecting the very foundations of truth and faith. Propagandas of various sorts are ex-

ploited under cover of juvenile books. Some nature-authors enter in where angels fear to tread. They blot God from His creation. Statements that cautious, accurate scientists explain to be but theories or prognostications, these shallow nature-authors set down as proved facts, especially in the field of evolution. Some of the positive statements made by these authors read like wild fantastic savage mythologies — for the religion of many savage peoples is evolution.

This chapter is only a brief survey of recent tendencies. But, taken all in all, while evaluating recent children's books, we find them better written than many of former days. More attention is being paid to style and to accuracy of local color and general data. Children's reading covers an increasingly wide field. Well-known illustrators ply brush and pen to make the volumes beautiful. Publishers vie with one another to produce handsome books. Some publishers are educationally minded, and wish to send out only the best for children.

There is, indeed, such a wealth of new ma-

terial to choose from that the expert in children's literature has difficulty in selecting titles for a limited bibliography. Though keeping her standards clearly in mind, she aims to be *reasonably* critical. Children's books are like human nature. There are recognized qualities that make a perfect character. But the finest of mortals has his weaknesses and cannot, in every point, measure up to the standard of perfection. Yet in the sum total of his qualities, he may be noble. Above all must he be a man of integrity. So it is with children's books. The best may fall short of perfection in small matters. Yet a good book for a boy or girl, in the sum total of its influence, must hold its impressionable young reader to a reasonably high standard of nobility. And above all must the book be honest.

ON THE HISTORY OF CHILDREN'S BOOKS

Children's Literature. (Curry and Clippinger.)

A most comprehensive study of children's books. Contains excellent lists of books for further reading and study.

Nursery Rhymes and Tales. (Bett.)

A brief interesting study of the origin and history of

nursery rhymes and folk-tales, tracing them to early sources. Accurate and suggestive.

The Rise of Children's Books *and* The Old-Fashioned Library. (In Moses, Children's Books and Reading.)

Interesting discussions of the growth of children's literature, including hornbooks, chapbooks, the New England Primer, and educational movements dominating classes of children's books.

CHAPTER IV

CHILDREN'S INTERESTS

"See, at his feet, some little plan or chart,
Some fragment from his dream of human life,
Shaped by himself, with newly-learnéd art;
A wedding or a festival,
A mourning or a funeral;
And this hath now his heart,
And unto this he frames his song;
Then will he fit his tongue
To dialogues of business, love, or strife . . .
Filling from time to time his 'humorous stage'
With all the Persons, down to palsied Age,
That life brings with her in her equipage;
As if his whole vocation
Were endless imitation."

WORDSWORTH.

IF parents wish to initiate their children into the full joys of reading, they must be able to look back at their own childhood doings through a veil of half-humorous retrospection. They should be sympathetic with children's thrills of excitement, with their curiosity, their fancies, their sense of humor, and with their love of warmth and color.

In discussing interests, we may pass quickly

over the good little children, placidly seated on benches, with aprons immaculate, and smooth, parlor-made faces, who, if they exist outside the brain of the sentimentalist, may be disposed of once for all with a diet of "Parent's Assistant," "Rosamond and the Purple Jar," "The Fairchild Family," and "Sandford and Merton" — or, better still, with an antidote for unnatural goodness in the shape of liberal doses of "Peck's Bad Boy" and the "yellowest" of story books. The children whom we have to deal with thoughtfully are those of the playground and nursery; who are in perpetual motion, sparkling, rumpled, saucy, mischievous, inquisitive, keen at questioning, and quick to respond to suggestions good and bad if they are presented in an enticing way. These children are a never-failing source of delight to parents who study the interests and daily development of their boys and girls, and who seek to fit the right books to varying tastes. Such study brings not only pleasure but wisdom to parents, for, as Goethe says, "If one, after the manner of Swedenborgian spirits,

wishes to look through the eyes of others, one would do best to use children's eyes for that purpose."

The process of gradually moulding the mind of a child is best begun in infancy. The mother finds, even before the little one can speak, that he responds to rhythm. First to lullabies, then to Mother Goose rhymes, repeated over and over, with emphasis on the rhyme. Half the baby's pleasure is in the frequent hearing of a familiar strain. The baby enjoys also, largely for rhythm's sake, short stories with refrains and much repetition, also cumulative tales; like, "The Three Bears," "This Little Pig went to Market," "To Boston, to Boston," "The House that Jack Built," "The Pig that would not go over the Stile," and many others to be found in Mother Goose, Æsop, Grimm, and Jacobs.

An acquaintance of the writer, who believes in the importance of rhythmic training, reads aloud Italian to his young children, who, though they do not understand the meaning of the words, are fascinated by the musical cadence of the language.

The writer knows of one baby boy who, long before he could speak, would sit motionless for half an hour or more on his aunt's lap listening to stories told swiftly and rhythmically to the older children. He was a healthy, active little lad, full of mischief at other times, but during story-telling he would sit spell-bound, with eyes fixed steadfastly on the story-teller's face.

This feeling for rhythm is found in almost every normal child. It is in fact the rudiment or germ of a sense of balance and harmony, and as such should be carefully nurtured. The Greeks laid stress on this branch of education — the development of the sense of harmony through music and poetry. And modern educators have, for the same purpose, introduced folk-song and dancing into school and playground curriculums.

As the infant passes into childhood he begins to take an interest in live things — especially domestic animals — and later in flowers, wind, rain, stars, clouds, and other things in Nature. He finds delight in picture-books, and short stories of animals, birds, and

flowers. When a little older he enjoys fables, fairy and wonder tales, short moral stories, and imaginative tales of home, play, and humor.

The transition from childhood into boyhood and girlhood is at first scarcely perceptible. It comes at no definite age, but according to the maturity of the individual child. It usually occurs between ten and twelve years of age. At this period both boy and girl begin to show a twofold interest in life and books. They are alike in their idealistic interests — that is, in a craving for romance and chivalry, and the poetic interpretation of ethical truths. But they begin to develop differing sex interests in the affairs and books of practical life.

As a boy's practical interest evolves, he, being objective by nature, prefers stories of athletics, of daring adventures, thrilling dangers and escapes, also of gregarious life, such as the experiences of gangs, pirates and robber-bands, and members of secret societies and clubs. He enjoys history, biography, and books that show him how to make and do things.

A girl, with intense subjectivity, reads by preference stories of play, home, and school life; the burden of which too often is painful mental suffering over small sins, and misunderstandings. As she grows older she enjoys simple love stories of a romantic nature.

The natural instincts of a girl are narrower than a boy's. They may be broadened, however, if some one whom she admires takes an active part in directing her reading; for the girl is a hero-worshiper, and is willing to be guided by the judgment of one whom she likes. On the other hand, a boy is cautious about taking advice from any one who does not agree with his definite likes for things and actions; this is especially true of his reading.

Although it is possible to classify roughly certain tastes and interests as belonging to one or more periods of childhood and youth, it is impossible to forecast the individual talents and preferences of children. These, parents must watch and satisfy as need calls, and adjust their selection of books accordingly.

There are books to meet all interests, indi-

vidual, idealistic, practical; books that will satisfy budding talents, and books that cover a wide range of popular girl and boy interests. Many of these the children will read for themselves without pressure. But the books that may forcibly impress on character ideas of justice, truth, honor, loyalty, and heroism, these must be introduced to the children through tactful and enjoyable methods, which will stimulate the imagination. Some of these methods already proved to be successful are briefly discussed in the following chapter.

There is, however, no more refreshing way of renewing one's youth than through reading some of the human books listed below. The list is merely suggestive, for there are many other stories dealing sympathetically with children's interests.

ON CHILDREN'S INTERESTS

Infancy and childhood

Book of Lullabies. (Smith.)

A delightful nursery companion. Lullabies tender, sleepy ones, hymns for good nights, infant prayers, nature lullabies, and many others from the world over.

A book that will nourish mother-love and mother-understanding of babies.

Cosette, book 3. (In Hugo, Les Misérables.)

Cosette works, plays, and suffers at Thénardier's inn.

Golden Age. (Grahame.)

Charming, reminiscent tales, told with poetic feeling and sympathy with childhood's plays and fancies.

King John, Act IV. (Shakespeare.)

Arthur and Hubert.

Little Annie's Ramble. (In Hawthorne, Little Daffydowndilly.)

"When our infancy is almost forgotten, and our boyhood long departed, though it seems but as yesterday; when life settles darkly down upon us, and we doubt whether to call ourselves young any more, then it is good to steal away from the society of bearded men, and even of gentler woman, and spend an hour or two with children."

Pearl. (In Hawthorne, Scarlet Letter.)

"In this one child there were many children, comprehending the full scope between the wild-flower prettiness of a peasant baby, and the pomp, in little, of an infant princess."

The Madness of Philip. (Daskam.)

A collection of short stories setting forth most humorously the badnesses, mischief, and fun of small children.

Girlhood

Boy and Girl, and School-time. (In Eliot, Mill on the Floss.)

Development of a high-spirited and sensitive girl.

Little Women. (Alcott.)

Of normal, wholesome girl-interests.

One I knew Best of All. (Burnett.)

Story of a lonely, self-centred girlhood.

Phœbe and Ernest. (Gillmore.)

Of the domestic relations between some practical American parents and their children.

The Sisters Rajevski. (Sonia Kovalevsky.)

An interesting autobiographical sketch of the education and development of Sonia and her sister.

Boyhood

Being a Boy. (Warner.)

An elderly boy's reminiscences of his farm life. Humorous and delightful.

Boyhood of David. (In Dickens, David Copperfield.)

Of whom Dickens says: "I have in my heart of hearts a favorite child, and his name is David Copperfield."

Cousin Rufus's Story. (In Riley, A Child-World.)

About a runaway boy.

Story of a Bad Boy. (Aldrich.)

A happy-hearted, humorous record of the author's New England boyhood.

CHAPTER V

WAYS OF GUIDING READING

"The telling of stories refreshes the mind as a bath refreshes the body; it gives exercise to the intellect and its powers; it tests the judgment and the feelings." — FROEBEL.

"There is no academy on earth equal to a mother's reading to her child." — SCUDDER.

COMPANIONSHIP of parents and children, and mutual enjoyment of books are then the foundation of successful guiding of children's home reading. This exchange of sympathies may be brought about by very simple methods, if they are utilized by parents after a joyous not didactic fashion.

As soon as a little child can understand simple spoken language he should be told stories regularly. He is not yet ready to be read aloud to, as it is difficult for him to concentrate attention on spoken words only. He craves the closer sympathy aroused by watching the story-teller's face; for the play of emotions on the face, and the cadences of the voice as it fits itself to the narrative,

heighten a child's pleasure and help to keep his absorbed attention.

At story-telling time a child's mind is open to the deepest impressions. His emotions may be swayed towards good or bad. His imagination is active, making a succession of mental pictures. Through story-telling he may be taught the difference between right and wrong, and his mind may be stocked with beautiful mental images. And as soon as he can read, he may be given the books that contain the stories told, and be encouraged to read for himself.

The delights of story-telling, its power to stimulate the imagination of the story-teller as well as the interest of the listeners, are set forth in this charming picture of mother and son given us by Goethe's mother. "Air, fire, earth, and water I presented under the forms of princesses; and to all natural phenomena I gave a meaning, in which I almost believed more fervently than my little hearers. As we thought of paths which led from star to star, and that we should one day inhabit the stars, and thought of the great spirits we should

meet there, I was as eager for the hours of story-telling as the children themselves; I was quite curious about the future course of my own improvisation, and any invitation which interrupted these evenings was disagreeable. There I sat and there Wolfgang held me with his large black eyes; and when the fate of one of his favorites was not according to his fancy, I saw the angry veins swell on his temples; I saw him repress his tears. He often burst in with, 'But, mother, the princess won't marry the nasty tailor, even if he does kill the giant!' And when I made a pause for the night, promising to continue it on the morrow, I was certain that he would in the meanwhile think it out for himself, and so he often stimulated my imagination."

Thus Goethe's mother learned her story-telling methods from her children, and, unreining her imagination, carried her children with her into wonder-realms. She helped the evolution of her son's rich intellect, and by so doing enlarged her own nature. In this way any mother may learn of her children, but

she will do well to supplement this natural training by studying the methods of professional story-tellers; for this purpose she will find helpful the books listed at the end of this chapter. Miss Bryant, in summing up the essentials of good story-telling, says that it "includes sympathy, grasp, spontaneity; one must appreciate the story, and know it; and then, using the realizing imagination as a vivifying force, and dominated by the mood of the story, one must tell it with all one's might — simply, vitally, joyously."

A broad education may be given older children by supplementing the story-hour with systematic reading aloud. As a child grows older a regular hour should be set aside daily for reading aloud to him. This should not interfere with playtime in the open air. A bedtime hour for reading, or an evening reading in the family sitting-room, is conducive to a delightful companionship of parents, children, and books. The literature thus read should be, as far as possible, of a vital kind that the children are not likely at first to enjoy by themselves. Such an introduc-

tion to fine books, with possibly a second reading of favorites, will make them forever a part of the literary equipment of the children.

One grandmother of to-day, the centre and life of her large household, has, by dint of systematic reading aloud, and careful selection of books, developed the literary taste of six children of her own, and two nephews. She has followed the same course with six grandchildren. The eldest grandchild, when nine years old, had a general knowledge of history and literature very remarkable in a girl of twelve. The child's unfatigued mind and plastic memory unconsciously gathered from the reading many facts and ideas, which have become, as it were, a part of her being. She readily absorbed this knowledge because it appealed to her through her imagination. Two hours a day the grandmother set aside for reading aloud to the children, one directly after luncheon, and the other at bedtime. The children sewed, embroidered, or did other work, while being read to. They looked forward to their hour.

The programme covered a wide range of reading, including books for little folk, and biography, travel, history, poetry, and the classics for the older ones, and once a month "St. Nicholas." Each evening reading-hour was begun by a chapter from the Bible or "Pilgrim's Progress," which thus evening by evening were read through with judicious skipping. A large share of this grandmother's success lay in her own enjoyment of what she read; in her keen and youthful relish for a good story, and in her low but expressive voice, which modulated itself to the interest of the narrative. She unconsciously exemplified the ancient admonition to "carry your voice softly and low, as it were in the chariot of another man's words."

Wagner tells us that when he was six years old his father placed him with a clergyman, to be brought up with other boys of his own class. The vicar, Herr Wetzel, read aloud and told stories in the evenings. He "used to tell us," writes Wagner, "the story of Robinson Crusoe, and discuss it with us in a highly instructive manner. I was, moreover,

much impressed by a biography of Mozart, which was read aloud; and the newspaper accounts and monthly reports of the events of the Greek War for Independence stirred my imagination deeply. My love for Greece, which afterwards made me turn with enthusiasm to the mythology and history of ancient Hellas, was thus the natural outcome of the intense and painful interest I took in the events of this period." And later, when leaving his home in Eisleben, Wagner writes: "I soon made myself at home with a soap-boiler's family, to whom the house belonged, and became popular with them on account of the stories I told."

The selection of stories to tell or read aloud is a question of importance, and to choose the best from the great mass of available literature is a long and difficult task. To this end valuable suggestions will be found in both Miss Bryant's and Mrs. Scott's books, and in "The Fingerposts" of Mr. Field.

A systematic programme, not too ironclad, may be arranged, or the story-teller and reader may follow the children's requests.

One book often suggests another, or the children become interested in special subjects. It may be necessary to lead up to the strong books by reading aloud first from good but more ephemeral stories; for instance, the reading of Howard Pyle's "Robin Hood" may create a desire to hear Robin Hood ballads, and possibly "Ivanhoe" may be enjoyed. In the same way Bennett's "Master Skylark" may lead to Tappan's "In the Days of Queen Elizabeth," Rolfe's "Shakespeare, the Boy," and later to Yonge's "Unknown to History," "Kenilworth," and "Westward Ho!" or even to reading of Shakespeare's plays, either in original form or in the renditions of Lamb and Hoffman.

The building-up of the home library is an essential aid in the development of literary taste, and only books worth reading twice should be bought for it. Almost every child has at one time or another the collecting mania. This may be turned to good account if he is encouraged to expend his collecting effort on books. If expensive editions are out of the question there are many compara-

tively cheap ones which are a pleasure and an education to own. A neat book-case, and a book-plate with his name on it increase a child's joy of ownership. The book-plate may be obtained of an art-stationer, or for a small sum it may be made by any printer. In the latter case the plate may be about two inches square, made of cream-white, flexible paper. A simple decorative border may be used, and the child's name — *Mary Phillips, her book*, or *Edwin Hunt, his book*, as the case may be — printed in two lines in the centre.

Children like to keep lists of the books they read, or to copy short poems and wise sayings. An attractive little blank book, with a gay cover, and with, if possible, the child's name printed on it, will prove an incentive to good reading. Lincoln as a boy kept such a record on boards when he had no paper. "We have heard of writers and scholars," writes his biographer, Brooks, "who make a commonplace book in which may be recorded things noteworthy and memorable. Abraham Lincoln, at the age of ten, kept such a book. It was first written on

wooden 'shakes,' with charcoal. Transferred to paper with pen and ink, and repeated often, the noble thoughts and melodious lines of famous men had already become a part of the education of the President that was to be."

Thus with a good and varied library to choose from, and a regular book-hour for story-telling or reading aloud, parents may not only accomplish wonders in the education of their children, but they may bring about a mutual enjoyment that will as time goes on result in a deep, tender, and abiding friendship between themselves and their boys and girls. And in after years those children will look back with grateful memories to the social hour which gave them not only their love of books, but brought them nearer to their home.

HELPS IN GUIDING CHILDREN'S READING

How to Tell Stories to Children. (Bryant.)

A practical manual on story-telling. Contains chapters on selecting and adapting stories; on how to tell stories and also includes a number of stories already adapted for the teller, together with lists of good stories to tell.

Mother Love in Action. (Bradish.)

Discusses among other things the reading of children. A practical, sympathetic little book by an educator and a mother.

Nursery Rhymes and Tales. (Bett.)

Brief and interesting study of the origin and history of nursery literature. Useful for classes in literature for children.

Reading in the Home. (In Field, Fingerposts to Children's Reading.)

Ways of directing reading, together with a suggestive list of books.

Story-Telling, What to Tell and How to Tell It. (Scott.)

With special reference to story-telling from epic and romance. Contains also a chapter on reading aloud, with suggestions as to what to read.

The Reason for Oral Work in Stories. (In McMurry, Special Method in Reading in the Grades.)

For teachers, but also full of suggestions for the story-teller.

Tom Brown's School Days. (Hughes.)

A story embodying the principles which Dr. Arnold of Rugby used to develop boys into manly, Christian men.

Tom Sawyer. (Twain.)

Humorous and clever study of natural, untamed interests of boys — such incidents as mysterious caves, grave-robbing, midnight marauding, drinking, smoking, superstitions, early loves, vagabond life, treasure-finding, and robber-gangs with secret and bloody oaths.

What Shall We Read to the Children. (Hunt.)

A most helpful book for mothers or teachers of young children.

Young Folks' Book of Ideals. (Forbush.)

Anecdotes, good counsel, wise discussion of boyhood problems. Told briskly with understanding of boys. A book for parents to read through, and for every boy to enjoy.

HELPS IN THE NURSERY

For mothers and grandmothers

For reading aloud, story-telling, also for holidays and rainy days.

(For editions, publishers, and prices, see Purchase List of Children's Books, page 348.)

Bible: Old Testament. Bible Stories to Read and Tell, edited by F. J. Olcott.)

One hundred and fifty stories, not retold, but based on the Authorized Version, the strong and simple English of which has moulded the thought and language of generations. Arranged to form a running narrative of absorbing interest to children. Montrose J. Moses says in the *Dial:* "A truly remarkable collection. I consider this volume to be one of the most thoughtful contributions to the juvenile appreciation of the larger book." (See also page 333.)

Bible: New Testament. (The Four Gospels: Saint Matthew — Mark — Luke — John.

Four picture books, a Gospel in each volume. Not retold, but Bible text. Large, clear print. Numerous colored illustrations and black and white ones, showing manners, customs, and scenery of the Holy Land. A

set of these lovely books should be in every nursery. A charming Easter gift for any child. Only 25 cents a volume! (See also page 332. For lists of complete Bibles for children, see pages 353–355.

Atlantic Treasury of Childhood Stories. (Hodgkins.)

A real treasury of simple fairy tales, wonder tales, legends, and other stories. Will hold the attention of little children, if read aloud.

Book of Lullabies. (Smith.)

Lullabies of every land and for all occasions in the nursery. Little children will enjoy hearing them read, and the mother and grandmother will gain much refreshment from reading them during the quiet hour.

Children's Book. (Scudder.)

Necessary for the education and delight of every little child is this famous collection of best literature for children, made by Horace Scudder. If a mother can afford only one book, she should get this. It covers a wide field — fables, verses, ballads, legends, wonder tales, and other stories. A large, handsome volume.

The Children's Hour. (Tappan.)

This set of fifteen volumes, edited by Eva March Tappan, is something more than a mere collection of stories. It is based on the principle that there is something for children in many of the great writings of the world. It represents the matured judgment of a leading educator, writer, and editor of children's books. It also recognizes the fact that a child has a mind of its own, which finds interest in fine literature. The wide selection ranges from the early myths, folk-lore stories, and fairy tales down to the best in modern literature, not omitting stories of humor, of nature, of sports, of pastimes, of the world's triumphs in various fields. Over four hundred

authors are represented with 1000 selections. This series is an education in itself for children from babyhood to high school age.

Favourites of a Nursery of Seventy Years Ago. (Forbes.)

After "Mother Goose," this plump attractive volume with quaint woodcuts, should stand on the nursery shelf. Contains rhymes, jingles and verses, some of them amusing, others teaching lessons of thoughtfulness, kindness, table manners, and nursery ethics in general. Delightful for bedtime reading.

Mother Goose Melodies.

The rhythm of "Mother Goose" is essential in the baby's education. For the value of rhythm in the education of children, see pages 32–129.

CHAPTER VI

PICTURE BOOKS AND ILLUSTRATORS

"A picture is the simplest and most elementary expression of an idea. It precedes written language. The savage told his primitive stories by means of picture-writing before his descendants learned the use of letters; and as the childhood of the individual is a counterpart of the childhood of the race, the child to-day expects the picture to tell his story also, before the text is open to him." — W. T. Field.

THE picture book has a distinct educational place. It stocks the imagination with pictured facts outside the individual's daily experience. It may train the eye to an appreciation of fine color, harmony, and line; and it may also feed the developing senses of fancy and humor. For these reasons the selection of a child's picture books is important.

There are city children who have never seen fields of daisies and rippling grain, and have never played in a haycock, nor driven cows to pasture, nor gone berrying nor wild-flower gathering, nor have they fished with bent pins in willow-shaded brooks. There are country children who have never seen the

city, or a circus, or the trains, ships, or traffic of busy, crowded life. But both city and country children may learn of all these things, enjoyably, from their picture books. Through pictures they may gather information about life in many lands, natural history of other countries, and manners and customs of former days; all of which helps to prepare them for a wider understanding of the books they will read when older.

But to produce the best results a child should enjoy his pictures, and they should appeal through his imagination to his interests. He has definite preferences for certain kinds of pictures. When little he enjoys linen books showing dogs, cats, horses, and other domestic animals, and later those depicting bears, tigers, and wild life; he also enjoys pictures of children's play and home life. He likes these illustrations if they are warm in color, full of action, and drawn with large simple lines, with little detail, and the last only when it helps explain the story told by the picture.

When the little girl and boy have out-

grown the elementary "toy" books, they will pore for hours over illustrations of railway trains, ships, soldiers, working men, doll's housekeeping, and children at play, and over pictures telling in sequence whole tales of wonder and action. But especially delightful to the small child is the humorous picture book, frolicsome, fanciful, and laughter-making.

The writer has had a great deal of experience in helping children to choose picture books, and she has noticed that they do not instinctively choose the ordinary photographic reproduction, the retrospective picture, or the poster-picture heavily printed in black and white, or the decorative illustration, or the impressionistically colored one. They like at first primary colors, and later the warm coloring of nature. Action and joy, fun and fancy are the keynotes of favorite pictures. Children also like illustrations in black and white if they tell a story simply and humanly. An example of this is the popularity of Foster's "Story of the Bible," illustrated with old-fashioned woodcuts. The

above principles apply not only to picture books, but, to a certain extent, to the illustrations of books for older boys and girls.

Unfortunately there is not a large or varied line of excellent picture books to choose from. Subjects of educational importance or of interest to children have not been adequately covered. Too many of the picture books that deluge the market are crude in color or coarse in treatment; while, on the other hand, illustrations for the books of older children are many and attractive.

Many of our finest linen, board, and cloth-bound picture books, as well as the best juvenile book illustration, are the work of English artists, who seem to have retained their spontaneous freshness of youthful outlook. They spare no pains to make their work artistic as well as attractive. Among the pioneers of modern English juvenile illustration are Cruikshank, Caldecott, Walter Crane, Sir John Tenniel, and Kate Greenaway. These artists have produced classic illustrations which should be a part of every child's education.

Cruikshank's pictures for the old fairy tales are wonderfully imaginative, and stimulating to the fancy. He created a fairy-land, and his giants seem to grow before our eyes. His text he twisted into temperance lectures for the young, thus destroying their value as folk-literature, but the volume makes an inimitable picture book.

For humor, action, and story telling quality no children's artist has surpassed Randolph Caldecott in his illustrations for "The Diverting History of John Gilpin," "The Babes in the Wood," "An Elegy on the Death of a Mad Dog," and other classic rhymes for the nursery. Walter Crane has triumphed over the children's instinctive aversion to decorative drawing. This success is largely due to Crane's choice for illustration of popular subjects, like The Sleeping Beauty, Red Riding Hood, Cinderella, Jack and the Bean Stalk, and also to his romantic treatment and his coloring, warm and rich. His decorative drawing subordinates itself to his story, which he tells in a delightful sequence of pictures

that develop the tale without the aid of the text. His books are an education in line, color, and design, and fortunately they are reasonably priced. Each volume of the new edition contains three tales. Cut out and mounted on soft-toned brown cardboard, with a black border drawn closely, the pictures make an artistic and fascinating nursery frieze.

Sir John Tenniel helped to create "Alice in Wonderland," for his convincing pictures did much to immortalize the wonder-child. When such perfect harmony between text and illustration exists, as it does in the original editions of Carroll's classic story, it seems almost sacrilegious for other artists to attempt to improve on Tenniel's work. Happily so far no one has achieved such a success that the original illustrations are likely to be neglected.

The sprightliness and delicacy of childhood, the freshness and joy of springtime, reminding one of William Blake in spirit, are the essence of Kate Greenaway's charm. Of her Andrew Lang says: "Since Stothard,

no one has given us such a clear-eyed, happy-hearted childhood. Added to this, the Old World costume in which Miss Greenaway clothes her characters lends an arch piquancy."

These pioneers in English juvenile illustration have been followed by many more of varying merit. Among the newer artists is Hugh Thomson, whose spirited illustrations of Darton's Canterbury Pilgrims are in keeping with the vigorous language of this rendition of the Chaucer tales. All we regret is that the artist's name does not appear oftener on the title-pages of children's books. Another fine illustrator is L. Leslie Brooke, who depicts most humorously and imaginatively the talking animals of the nursery rhymes and stories. The funny detail of his pictures convulses little children with laughter, and his coloring is very attractive to the young. Louis Wain, too, draws animals — cats — with delightful humor. Bedford creates fanciful pictures, and Brock illustrates classic fiction with delicate colored plates showing old-time life. Rackham uses

soft ivory effects which please æsthetic children. Some artists handle primary colors so that they lose much of their crudeness. They illustrate nursery tales, in large simple lines, very taking with the little people.

It is only within a few years that well-known American illustrators have turned their attention to children. This portends the arrival of the American artistically illustrated "juvenile." Unfortunately some of the most prominent of the illustrators tend towards an involved poster style, or they depict the sentimental, or retrospective and introspective phases of child life. These illustrations are appreciated by grown people, but they fall utterly outside the normal, hearty interests of childhood. Examples of such illustration may be found in the work of the Rhead brothers, Elizabeth Shippen Green, Jessie Willcox Smith, and even Maxfield Parrish. These artists have done some work attractive to children, but their usual style is not so.

Some fine American artists, who have

achieved notable success from the standpoint of children, are Howard Pyle, Willy Pogany, Dugald Stewart Walker, Remington, E. Boyd Smith, Palmer Cox, Gelett Burgess, Peter Newell, and Reginald Birch.

The illustrations of "Men of Iron," and "Jack Ballister's Fortunes," show Mr. Pyle at his best, but his pictures for "The Wonder Clock," suggestive of the Albrecht Dürer school, do not arouse a thrill of response in every child.

Willy Pogany has added a distinctive note to the art-illustrations of American "juveniles." His figures are graceful and expressive. His coloring, whether rich or delicate, is always satisfying. His backgrounds are worked out with exquisite detail. His composition is harmonious. In fact he studies each book as a whole, aiming to expound the text. Thus his illustrations become a living part of the text. His black-and-white outline drawings, though very beautiful to the adult eye, are not appealing to children, as are his colored plates.

Dugald Stewart Walker, when his detail

is not too involved, lends imagination and fancy, in graceful swerves and curves, to his black-and-white drawings. Much of his work is so distinctive and beautiful that he, too, is contributing a new note to American art-juveniles. He studies the book he illustrates, as a whole, and does careful research to make his drawings correct and to give them atmosphere.

Remington illustrates, with spirit, cowboy and Indian life. Boyd Smith tells a good story in his pictures, as may be seen in his "Robinson Crusoe," and "The Last of the Mohicans." But the coloring in his picture books is not satisfactory to little children, although they enjoy the pictures because of his story-telling power or his humor.

Past-masters in the art of grotesque drawing are Palmer Cox, Gelett Burgess, and Peter Newell. Their books are highly satisfying to the small boy who revels in a rollicking book that shakes both one's sides with laughter. These grotesque illustrations supply the demand of the most embryonic sense of child-humor, and they displace the

Buster Brown and Foxy Grandpa variety of picture book.

Reginald Birch represents a large class of artists on this side of the water, who produce pretty, sentimental pictures, especially pleasing to girls. His illustrations have a quaintness, and a light, graceful quality that redeem them from condemnation on the score of sentimentality. W. M. Berger lends romance, action, and delightful story-telling quality to his pictures. They belong to the Birch school, but have an original piquancy.

Both in England and America there is a host of rising artists who are doing color work and illustrating in black and white. Some of their work, from the children's standpoint, is most promising. They illustrate new juvenile fiction galore and primers, readers, and the pages of "St. Nicholas." They keep closely to children's interests, and through their selection and presentation of subjects they do much to visualize for children scenes and experiences which broaden child-outlook on life. Among these illustrators are Lucy Fitch Perkins, Hope

Dunlap, Maginel Wright Enright, Beatrix Potter, Maria L. Kirk, T. H. Robinson, and A. G. Walker, Herman Rosse, Maud and Miska Petersham, Frederick Richardson, Milo Winter, Winifred Bromhall, Florence Egan, Frank E. Schoonover, Newell C. Wyeth, and last but not least Virginia Frances Sterrett, whose delicate, beautiful illustrations for Madame de Ségur's fairy tales give promise of future greatness.

A new type of illustrations for children is appearing lately. Its unnatural coloring, exaggerated or distorted figures, seem to draw their inspiration from the extremists' schools of art. To such pictures children show indifference or actual aversion. Books thus illustrated must finally drop out of the permanent market.

Picture books roughly classify themselves into three groups; the *didactic*, which includes alphabet books, those showing manners and customs, and those depicting historical events, mechanical objects, and natural history; the *fanciful and artistic*, including story-telling pictures of fancy and wonder;

the *humorous* picture book. The appended list of recommended books follows a similar classification.

Before closing this chapter the writer wishes to make a plea for the best of picture books, which, though not intended for children, sometimes form decided tastes that influence the after life of a child. These are odd volumes of old magazines, and illustrated books of travel, history, biography, and adventure. One young woman, within the writer's knowledge, bears in her mind indelible marks impressed by such volumes as fell into her hands when a child. The pictured "Life of Napoleon," by Abbott, as she pored over it in "Harper's Magazine," left with her a romantic interest in all that concerns the French Revolution, and the life of the war-genius. Illustrated volumes of Layard's "Nineveh and its Remains," and two volumes showing pictures of ancient Egyptians, enthralled her so completely and filled her with such a thirst for antiquities, that, now that she is a woman, the mere sight of an antique vase in a museum

conjures up in her mind a whole ancient civilization, in the contemplation of which she loses all sense of time and place. Stories and descriptions of burial mounds, sepulchres, and buried cities arouse in her an instant thrill of response which no new interest can cause — and all this magic is brought about by some musty tomes once used as picture books.

The modern book of travel, illustrated with the regulation photograph, does not serve this purpose. It is the book that is profusely bepictured with woodcut sketches, or with photographs that tell a story, which a child enjoys. If parents own copies of such illustrated books as the Bible illustrated by Doré, Lane's "Arabian Nights," Wilkinson's "Ancient Egypt," Sven Hedin's "Through Asia," or Kennan's "Siberia," they would do well to let their children absorb knowledge from the pictures.

PICTURE BOOKS

(For other books of pictures see Easy Reading, page 78; also History, Biography, and Travel, page 252. For editions, publishers and prices, see Purchase List of Children's Books, page 343.)

Didactic Picture Books

A, Apple Pie. (Greenaway.)

Alphabet book in color, with pretty verse.

Baby's A B C and 1 2 3 Book.

A colored picture book that will teach a child letters and numbers. Linenette.

Buttercup Farm.

Farm-life in colored pictures. Every city child of three should own this. Linenette.

Chats in the Zoo.

Black-and-white pictures showing bears, elephant, birds, wolves, deer, and other animals. Simple text.

Country Book. (Smith.)

Picture book about making the garden, shoeing the horse, hunting eggs, and having country good times.

Farm-Book. (Smith.)

Illustrated in delicate colors. Tells of modern farm-life as seen by two city children. Pictures of ploughing, sowing, reaping, churning, feeding the chickens, and going to market.

Farmyard Friends.

A linenette book for the very little ones. Large colored pictures of domestic animals. The companion to this is "Four-Footed Friends."

Joan of Arc. (Boutet de Monvel.)

Gives in colored pictures and simple text, the life of the Maid of Orléans. A famous picture book by a famous artist.

Kindergarten A B C Book of Objects.

A linenette book for baby. All kinds of objects. Will

teach baby his letters. Companion volumes are, "My A B C Book," with attractive colored pictures of objects, and "My Picture Book." Colored objects with script. Will teach baby to read handwriting.

My Automobile Book.

Large pictures of automobiles of all kinds — trucks, racer, buses, hose-cart, etc. Will delight small boys. Linenette.

My Book of Birds.

Children from three to six years old can learn to know different kinds of birds from this simple text with colored pictures. Attractive and educational. Linenette. Companion to this is "My Wild Animal Books," with large colored pictures of wild beasts.

One and One Are Two.

A linenette colored picture book which will teach baby to count.

Railroad Book.

Big pictures of trains of many kinds. For boys three years old to six. Linenette.

Story of the Ship.

A large colored picture book with text, telling about ships of all kinds and all ages. Ancient Egyptian ships, Roman galleys, Greek warships, Viking ships, English ships, the Spanish Armada, Chinese junks, whaling bark, full-rigged ship, topsail schooner, and even a modern steamer. For boys six to ten.

Tick Tock All Around the Clock.

A linenette picture book for baby, with pictures by Mary L. Russell, teaching baby how to tell time.

Fanciful and Artistic Picture Books

Baby's Own Æsop. (Crane.)

Artistically illustrated by Walter Crane.

Bilberry Wood. (Dick.)

Pretty, fanciful story told in rhyme, and pictured in color.

Book of Gnomes. (Weatherly.)

Colored pictures of fairies, elves, and dwarfs. Fanciful and popular with little children.

Buds and Blossoms.

Children playing among flowers make this a dainty picture book for a tiny girl. Colored pictures by Mary L. Russell. Linenette.

Child's Garden of Verses. (Stevenson.)

Picture book edition, oblong, with daintily colored pictures by Le Mair. Type specially beautiful.

Clean Peter. (Adelborg.)

Oblong picture book with pretty delicate colored pictures, showing Clean Peter's efforts to reform the children of Grubbylea.

Cruikshank Fairy-Book.

Four old-fashioned tales illustrated by "the veteran" George Cruikshank, of whom Andrew Lang says: "He indeed may justly be compared to Hogarth, since in tragic power and intensity he occasionally comes nearer to him than any artist of our time."

Granny Goose.

Very large picture book with jingles having Mother Goose rhythm. The big, fanciful, colored pictures will appeal in the nursery.

La Fontaine's Fables. (Boutet de Monvel.)

Illustrated by the editor. Text in French, but the pictures tell the tales so cleverly that they do not need the aid of text.

Little Red Hen.

Who found a grain of wheat which became a loaf. Colored pictures with story. For baby three years old. Linenette.

Marigold Garden. (Greenaway.)

Original verses and delicate colored pictures by Kate Greenaway.

Mother Goose Book.

Nursery rhymes charmingly illustrated by Mary L. Russell. Its companion book is "Goosey Gander." Linenette.

Mother Goose. Pictured by Mary Rose Donovan.

One hundred rhymes or more. Parchment cover. Pretty black-and-white illustrations and colored frontispiece.

My Book of Cats and Dogs.

Colored pictures of happy dogs and fluffy cats. Will delight little ones. Linenette.

Old Rhymes with New Tunes. (Terry.)

A large picture book with music. Full-page black-and-white story-telling pictures. Very attractive. Companion volume is "More Old Rhymes with New Tunes." The tunes are composed by Sir Richard Runciman Terry.

Our Old Nursery Rhymes.

Delicately and beautifully illustrated by Le Mair. With tunes.

Pied Piper of Hamelin. (Browning.)

There are two charming editions of this poem. One ar-

tistically illustrated by Kate Greenaway, and the other with attractive colored pictures by Hope Dunlap.

Singing Circle. (Lady Bell.)

A picture book of action songs and other songs and dances. For the nursery and children's parties. Tunes, words, and directions.

Three Bears.

Linenette. The popular nursery tale with colored pictures. Its companion books are, "The Three Little Kittens," who lost their mittens, and "The Three Little Pigs."

Under the Window. (Greenaway.)

The most popular of Kate Greenaway's books. Contains quaint colored pictures and verses.

Walter Crane's Picture Books.

Seven cloth-bound volumes of the best popular nursery tales, together with some nursery rhymes. Illustrated in color, warm and rich. Austin Dobson says: "Mr. Walter Crane has produced specimens of nursery literature, which, for refinement of coloring and beauty of ornament, cannot easily be surpassed."

Humorous Books

Ameliar-Anne and the Green Umbrella. (Heward.)

What the green umbrella held at the Squire's party, and what it brought to the little Stigginses. Funny pictures and tales for children at the Peter Rabbit age.

Book of Cheerful Cats. (Francis.)

Clever line drawings. Very popular with children.

Brownie Books. (Cox.)

Eight volumes of fun and frolic of Brownies abroad and

at home. Some of the titles are, "Brownies, their Book," "Brownies around the World," "Brownies through the Union."

Caldecott Picture Books.

Four volumes of delightful, humorous pictures accompanied by famous verse and rhyme. Of Caldecott, Andrew Lang writes: "There is a spontaneity of fun and unforced invention about everything he does. Other artists draw to amuse us; Mr. Caldecott seems to draw to amuse himself — and this is his charm."

Careless Jane. (K. Pyle.)

Pictures and verses telling of Georgie Lie-a-bed, Boisterous Ann, Untidy Amanda, and other wicked children.

Chicken World. (Smith.)

Humorous experiences of barnyard fowls, cleverly pictured by E. Boyd Smith.

Goops and How to be Them. (Burgess.)

"A manual of manners for polite infants." Grotesque picture book much enjoyed by children.

Grandpa and the Tiger. (Heward.)

Pictures and laughter-making story for little boys aged four to eight.

Johnny Crow's Garden. (Brooke.)

An old nursery rhyme illustrated by L. Leslie Brooke. Contains eight full-page pictures in color, and many black-and-white drawings. The companion volume is "Johnny Crow's Party."

Magic Fishbone. (Charles Dickens.)

A perfectly delightful nonsense fairy tale, "romance from the pen of Miss Alice Rainbird aged seven," with equally delightful pictures by Bedford.

Mr. Chick, His Travels and Adventures. (Perkins.)

The story of Mr. Chick, his dog Solomon, and his basket of toys; of Mr. Tickle and his parcel of Orphans and his gout; and of Dr. Snipes and what he did to them all. A book that will bring chuckles to grown-ups and fun to children eight to ten years of age.

Slovenly Peter. (Hoffmann.)

The well-known picture book with rhymes telling of the dire punishments that befell naughty boys and girls. Illustrated in crude primary colors. Popular with children.

Tale of Mr. Tootleoo. (Darwin and Darwin.)

His marvelous marine adventures be-pictured in marvelous way for small boys. Humorous and clever.

Tony Sarg's Alphabet Book. (Stoddard.)

Verses, with funny pictures for boys aged four to six.

Valery Carrick's Picture Tales, from the Russian. (Carrick.)

The pictures are funny and peasant-like. Russian folklore, as a rule, is unethical. This little book is nearly free from the objectionable.

CHAPTER VII

EASY READING

"The earliest reading is the story — simple, short, straightforward recitals of matters of daily occurrence, of the doings of children, and their parents, their friends or pets. . . . A fresh pure book for a little child is a treasure to be sought for and appreciated." — BALDWIN.

THE first reading-books given a child should be those that combine the best picture-book qualities with stories and verses that may be read aloud to him. Among the finest books of this kind are "Mother Goose Melodies," edited by Wheeler, with charming old woodcuts, or the edition edited by Andrew Lang, with many pictures by L. Leslie Brooke; the "Book of Fables," edited by Scudder, with colored pictures; Stevenson's "Child's Garden of Verses," illustrated in color by Squire and Mars; "The House in the Wood," and "The Golden Goose Book," with Brooke's humorous, delightful, colored prints; and "The Runaway Donkey," and "Through the Farmyard Gate," by Poulsson. These books

should be followed by primers, and readers, and simple stories, and verse, all of which serve a different educational purpose from that of the picture book. They compose the bridge, so to speak, which leads from the land of picture books to that of the story-telling text. Easy books for personal reading foster the beginning of the reading habit.

There are two ways for a child to learn to read. First, mechanically by the means of some set teaching method. This he does more or less self-consciously, pronouncing each word aloud or to himself. As long as a child is conscious of the act of reading, his thought and fancy have no freedom, and he draws no real inner enjoyment from the story as a whole. The other way of reading is an instantaneous, unconscious absorption of the meanings of the words on a page, without mentally translating them into sounds. This ease in reading is gained the quickest by the child who is encouraged to read to himself from the time that he knows his alphabet and a few printed words. Thus by

the means of easy books he learns rapidly from the context, increases his vocabulary and his understanding of phrases; all through the same natural method by which he learns to speak.

The writer was once deeply impressed by the effect of mechanical classroom reading on children who had few or no books at home. She organized a children's library in a district of poor foreigners. The children attended the public and parochial schools of the neighborhood. For the first few days after the opening of the library the librarian heard a low, steady buzz of voices all over the reading-room. The children were orderly, and each individually absorbed in a book, but they were painfully reading aloud to themselves. They continued to use the reading-room daily, and to take home the books provided — which were the best of "juveniles," illustrated and attractive. The most popular easy books, picture books, and fairy tales were duplicated generously. After a week or so the buzzing sound disappeared from the room and the children settled down

to quiet, steady enjoyment, unhampered by self-consciousness.

In the same way parents from the first may make home-reading an ease and a delight, and encourage the children to better and more advanced reading by providing the best of attractive primers, readers, and other simple books, well illustrated.

Books for this period of childhood have necessarily little or no literary quality. But those selected should consult children's interests, and be written in grammatically correct, simple language, and be printed in large type, and illustrated with the kind of pictures that attract little children. Dramatic incident, much objective conversation, and short, snappy stories are the most popular.

The market is flooded with graded textbooks of all kinds, compiled and arranged by recognized pedagogues. The primers and readers are so planned that one selection leads to another, the vocabulary growing increasingly difficult; thus a child is led step by step to more advanced reading.

As it is impossible in the following list to include all the good textbooks, a selection is here made of those primers, readers, and simple books that are varied in subject and do not look like school-books. The covers of many are very attractive, and the illustrations will make a child desire to read and enjoy the pictured stories.

BOOKS FOR EASY READING

(For more advanced easy reading see the chapter on Fables, Myths, and Fairy Tales, page 90; and also Fiction of To-day, page 215. For editions, publishers, and prices, see Purchase List of Children's Books, page 343.)

Holy Bible

The Parables. (Of Our Lord, from the Bible.)

Bible test, large print, colored frontispiece, attractive full-page pictures in black-and-white. Large clear type. An excellent picture book. Helpful explanations, reverent. For every nursery. Good to read aloud. (See also page 333.)

Readers and Primers

Advanced First Reader. (Cyr.)

An art reader, illustrated with reproductions of paintings, selected to please little children, and accompanied by simple text.

Child Life, Primer and Readers 1, 2, and 3. (Blaisdell.)

Illustrated with colored pictures. The second reader

shows child life in tale and fable, and the third reader, child life in many lands and in other days.

Everyday Classics, Primer and Readers 1 and 2. (Baker and Thorndike.)

Illustrated by Maud and Miska Petersham. Folk-tales, rhymes, and short stories.

Field Readers. (Field.)

Literary and varied selection. Attractive covers. Colored pictures.

Gordon and His Friends. (Bryant.)

By the author of "How to Tell Stories to Children." Attractively illustrated with silhouettes. Large print. Interesting stories for little beginners to read to themselves. Companion volume to this is "Gordon," with childlike pictures telling of Gordon's good times.

Hiawatha Primer. (Holbrook.)

Based on Longfellow's poem. Simple language, colored pictures. Popular with little children.

Lessons for Beginners in Reading. (Bass.)

For little children who are learning to spell out words. Short sentences, large print; tells about flowers, nuts, seeds, etc. Colored pictures, cover very attractive to little folk.

Nature Myths. (Holbrook.)

About animals, birds, and natural objects. Told most interestingly. Vocabulary varied, style good. To follow The Hiawatha Primer.

Pathway to Reading, Primer and Readers 1, 2, and 3. (Coleman, Uhl, and Hosic.)

Selection unhackneyed. Covers pretty. Pictures colored. Primer illustrated by Maud and Miska Petersham. Very attractive.

Reading-Literature Series. Primer and Readers 2. (Treadwell and Free.)

Largely cumulative tales that children love, and fables, stories, and poems. Illustrated by Frederick Richardson.

Riverside Primer and Readers 1, 2, and 3. (Van Sickle and Seegmiller.)

Series of readers covering a wide and original selection of stories and poems. Cover attractive and illustrations printed in color. Binding, strong and durable.

Sunbonnet Babies' Book. (Grover.)

Tells of the doings of Molly and May, two sunbonnet babies. Charmingly illustrated in color, fanciful and pleasing. Very popular. Also published under title Sunbonnet Babies' Primer.

Stories, Legends, and Folk-Tales

About Harriet. (Hunt.)

A week in the life of little Harriet who lives in the big city. Every little girl who lives in the country should read it. Illustrated by Maginel Wright Enright. With charming picture-cover, by the same artist.

Book of Fables. (Scudder.)

Chiefly from Æsop, and illustrated with woodcuts. The fables are rendered in excellent simple language, and follow closely their originals. The same bound with "The Book of Folk-Stories," has colored illustrations by Maurice E. Day.

Book of Folk-Stories. (Scudder.)

Partial contents: Chicken Licken, The Old Woman and Her Pig, The Three Bears, Hans in Luck, Cinderella, Beauty and the Beast, Jack and the Bean Stalk, Little Red Riding Hood. Written in a simple, direct fashion, very pleasing to little children.

Book of Legends. (Scudder.)

Among other things contains the stories of St. George and the Dragon, The Bell of Justice, William Tell, The Seven Sleepers of Ephesus. Printed in large type.

Child's First Book.

A really lovely book. Verse and stories arranged to lead a child to read to itself. Little black-and-white pictures are set into the text. The colored frontispiece is by Willy Pogany.

Cock, the Mouse, and the Little Red Hen. (Lefèvre.)

An old folk-tale retold. Illustrated in color by Tony Sarg. One of the best liked of little children's books.

Fairy Tale of a Dog and an Old Dame by the Sea. (Bates.)

Tiny book with linen cover telling about True the Dog and Joy the Babe, and the cat with silky hair. An easy reading book for the little beginner. Pictures. Companion book is "Fairy Tale of a Fox, a Dog, a Cat, and a Magpie."

Fifty Famous Stories Retold. (Baldwin.)

Supplements Scudder's Book of Legends. Contains among other things the story of King Alfred and the Cakes, Robin Hood, Bruce and the Spider, Damon and Pythias, The Black Douglas, Cornelia's Jewels, and many other stories met with in literature. Well written and illustrated.

Golden Goose Book. (Brooke.)

Contains the old stories of The Three Little Pigs, Tom Thumb, The Three Bears, and The Golden Goose. Retold with folk-spirit, and humorously decorated in black and white and with colored plates by L. Leslie Brooke.

Goody Two Shoes.

This classic, attributed to Goldsmith, is here edited by Charles Welsh. The story may be found also, in one of Walter Crane's picture books, beautifully illustrated in color.

House in the Wood. (Brooke.)

Contains nine other wonder tales about goblins, talking animals, magic gifts, and other marvels. Humorous, and illustrated by the editor with charming colored pictures.

Jack and the Bean Stalk. (Heller.)

Linen cover. Large type. Popular. Also published in Little Golden Hood. (Heller.)

Journeys in Story-Land. (Van Sickle and Seegmiller.)

Pretty happy little stories and poems for beginners in reading. With more than a hundred pictures in color.

Katrina and Jan. (Bailey.)

The good times of two little Dutch children. The colored pictures by Herman Rosse, a Dutch artist, will teach the little ones many things about Holland, the land of liberty, windmills, and the picturesque.

Kittens and Cats. (Grover.)

Easy reading into which are woven bits of nursery rhyme about cats and kittens. Delightful pictures.

Little Black Sambo. (Bannerman.)

A popular picture book with story. Not artistic, but delightful to little children because of its humor and the primary coloring of the illustrations.

Little Girl Blue. (Gates.)

Who lived in the woods until she learned to say "please." A little gift book with charming pictures and pretty story.

Little Golden Hood. (Heller and Bates.)

Six simple fairy tales in large print. Very popular.

Little Grey Goose. (Lefèvre.)

Cumulative story with a folk-lore touch that will delight small folk. Colored pictures help along the text.

Little Lucia's School. (Robinson.)

About little Lucia and her good times and friends.

Little Man With One Shoe. (Bailey.)

Fresh sprightly book of tales and bits of verse and music. English quaint and rhythmic.

Magic Clothes-Pins. (Lynch.)

Sick-a-bed Kim does not want to stay there, but the army of Magic Clothes-Pins teaches him to be a soldier. Just the book for a little boy of five or six. Cover, pictures, and text original and attractive.

Master Bob Robin. (Stannard.)

For little ones at the Peter Rabbit age. Pretty colored pictures with text telling the adventures of an English Robin Redbreast; how he lost his tail and found it again.

Mother Goose Village. (Bigham.)

Original stories founded on Mother Goose rhymes. About Little Polly Flinder's Apron, Tommy Grace's Party, Simple Simon's Silken Coat, and about other Mother Goose children. Large print and many colored pictures.

New Baby World. (Dodge.)

Stories and rhymes from "St. Nicholas." Fully illustrated.

Nursery Tales from Many Lands. (Skinner and Skinner.)

For the littlest ones. Cumulative tales and wonder

stories from all over the world. Good to read aloud and to tell, or for dramatization. Pictures.

Once upon a Time: A Book of Old-Time Fairy Tales. (Bates.)

A large handsome volume, which may be used as a picture book. Attractive pictures in primary colors by Margaret Evans Price. Good versions of some of the familiar nursery tales.

Old Fairy Tales. (Brock.)

Three volumes of old fairy and wonder tales, illustrated in color and black and white. Delightful picture-book series.

Peter Rabbit. (Potter.)

A tiny gift book, with easy reading and colored pictures. Belongs to a popular series; some of the other volumes are Benjamin Bunny, The Tailor of Gloucester, and Mrs. Tiggy-Winkle.

Poppy-Seed Cakes. (Clark.)

A tale of a little boy, of a little girl, of red-topped boots and poppy-seed cakes. Original, with charm for the little ones. Crudely colored pictures by Maud and Miska Petersham.

Prince and Rover of Cloverfield Farm. (Orton.)

One of a series of little books about Cloverfield Farm. The others are "Winter at Cloverfield Farm," "Summer at Cloverfield farm," "Bobby of Cloverfield Farm." These stories are simple, childlike, and tell about farm-life in its many phases. Exceptionally good type, with pictures.

Snowdrop and Other Stories. (Heller.)

Tiny book for baby, with linen cover. Also published in "Little Golden Hood." (Heller.)

Sunny-Sulky Book. (Rippey.)

A book that begins at either end. At one end are the sunny stories, at the other the sulky. Large type, pictures. Pleasing to little girls.

Susanna's Auction.

A reissue of a little story from the French, with a little red cover for a little girl. Illustrated by Boutet de Monvel.

Toy Shop. (Lindsay.)

The adventures of toys in the homes of little children. Pretty pictures. Told to please the little ones.

Trudy and Timothy. (Porter.)

Happy tale of country life.

Turkey Doll. (Gates.)

A Santa Claus tale, and about all the good things that came to the children who wrote Santa Claus. Attractive in cover and pictures. A pretty gift book.

Under the Story Tree. (La Rue.)

Stories original and gay, with humorous pictures by Maud and Miska Petersham. It teaches, incidentally, health, happiness, and manners.

Poetry and Rhyme

Child's Garden of Verses. (Stevenson.)

Illustrated by Squire and Mars with pen-and-ink drawings and ten full-page pictures in color.

Christmas Child and Other Verse for Children. (N. A. Smith.)

Inside the gay Christmas covers are merry, happy rhymes for all times. A book for a little girl.

Favourites of a Nursery of Seventy Years Ago. (Forbes.)

After baby has enjoyed "Mother Goose," he will revel in this plump collection of old rhymes and stories in verse, with a few in prose. Should be in every nursery.

Little Dutchy Nursery Songs from Holland. (Ranson.)

Paraphrases of Dutch rhymes. Musical settings by Alex de Jong. Colored plates by Rie Cramer.

Mother Goose Melodies.

There are seven good editions of this nursery classic: one edited by Wheeler, with charming old-fashioned woodcuts; another, with title "The Nursery Rhyme Book," edited and arranged by Andrew Lang, and delightfully illustrated by L. Leslie Brooke; and still another, with small colored pictures published in the "Told to Children Series." Mother Goose in Silhouettes, with shadow pictures cut by Buffum, is a small oblong book and popular. Another attractive small oblong volume is, The Little Mother Goose, illustrated by Jessie Willcox Smith. A very comprehensive collection is Mother Goose Complete Rhymes and Jingles. A large picture-book edition, with colored illustrations for little boys, is Mother Goose, with pictures by C. B. Falls.

Muvver and Me. (Livingston.)

Verses about a child's lovely companionship with her mother. Dainty cover and pictures by Milo Winter. A pretty gift volume for a little girl.

Pinafore Palace. (Wiggin and Smith.)

A collection of short rhymes and nonsense verses from Mother Goose, Lear, Field, Riley, Stevenson, and others.

Songs and Rhymes for the Little Ones. (Morrison.)

A homely, old-fashioned collection of the verses and rhymes that little children love.

The Runaway Donkey. (Poulsson.)

Rhymes about animals. Fully illustrated.

Through the Farmyard Gate. (Poulsson.)

Rhymes and stories about animals. Well illustrated, and printed in large type. Companion volume to The Runaway Donkey.

What Daddies Do. (Livingston.)

All kinds of Daddies and their work. Rhymes and pictures that are popular with small boys. Written by one who has a sympathetic understanding of little children.

When We Were Very Young. (Milne.)

Rhyming chiming verses. Some of them children will like, and others will please grown-ups only. The pictures are lively and humorous.

Books of Information

Boys and Girls of Wake-Up Town. (Andress.)

Brisk, alive, little story that will make school children want to be healthy, and to help keep streets and playground clean. Pictures and good type.

Butterfly Babies' Book. (Gordon.)

Each picture with a little text teaches about butterflies. Instruction combined with fancy.

Children of Many Lands. (Fairgrieve and Young.)

Little stories crisply written for beginners in geography. About children of the Arctic, Red Indian Land, the

steppes, the desert, the savannahs, and the forest. Large print. Excellent explanatory black-and-white pictures. Cover not attractive.

Dutch Twins. (Perkins.)

Story of the doings of little Kat and Kit. Illustrated with drawings of Dutch children in costume. Large print.

Eskimo Land. (Hawkes.)

A primer, but attractive for general reading. Large print. Photographic pictures. Contains much information interesting for the little ones.

Friends and Helpers. (Eddy.)

A popular little book of short stories and rhymes about animals, birds, and insects. Many pictures.

Home Life Around the World. (Mirick.)

Stories of far away lands and how their children live and dress, and are at heart like children of our land. Told as a journey around the world.

Homes Far Away. (Fairgrieve and Young.)

Many kinds of homes, Eskimo, Lap, Australian, Zulu, Egyptian, Siamese, Greek, and others. Narrative interesting and simple. Attractive and informative black-and-white illustrations. Good to read aloud. Cover unattractive.

Jan and Betje. (Hall.)

Child-life on a Dutch barge which moves from one part of Holland to another. To be read aloud to the younger children.

Ned and Nan in Holland. (Olmstead.)

Primer with colored pictures, telling of the visit of American Ned and Nan to their Dutch cousins. Manners, customs, landscapes, and Dutch interiors, are shown the children.

Paz and Pablo. (Mitchell.)

Story of two little Filipinos, their good times and adventures. Simple text with black-and-white illustrations. Good to read aloud. Informative.

Snow Baby. (Peary.)

Mrs. Peary's little girl was born in the North, and this story tells of the Eskimos she lived among. Illustrated with photographs of the Arctic regions.

Tales from Far and Near. (Terry.)

Legends about the wooden horse of Troy, Romulus and Remus, Horatius at the Bridge, Alexander the Great, King Arthur, King Canute and the tide, William Tell, the Black Douglas, and other historical tales. Told vigorously and simply.

Tales of Long Ago. (Terry.)

Companion volume to "Tales from Far and Near." More stories about heroes, Cincinnatus, Androcles, Robin Hood, the little Princes in the Tower, the Armada, twenty-two stories in all. Sixteen full-colored plates. Attractive large type. Good to read aloud.

Tommy Tiptoe. (Eager.)

Open the plain gray cover of this little book, and at once you are in wonderland voyaging with Tommy Tiptoe, while he learns much about the insect world. Pictures in fresh colorings, for little children.

White Sox. (Lopp.)

A baby reindeer tells its adventures in Alaska. In this little story much interesting information is given the children about the Arctic Region, reindeer and caribou, and the natural history of northern Alaska. Simple text and pretty outline pictures.

CHAPTER VIII

FABLES, MYTHS, AND FAIRY TALES

"*Imagination is the faculty that brings the soul into most immediate contact with ideas, feelings, or objects, and with other minds or beings.*" — CURRY.

"*Through imaginative literature abstract truths are made to have for the child a reality which is given to them by the experiences of daily life only by the slowest degrees.*" — BATES.

"I DO not like to read lies to my child," is the verdict of many a mother. "I give him only histories, biographies, and useful books." She does not know, this really earnest mother, that she is shutting the door of her child's imagination, and that she may be hampering his power to do great things in after life, by thus closing to him the storehouse of imaginative literature. For later he will not be able to draw full sustenance from classic writings unless he has been fed in youth on the best of folk-literature.

The action of the picture-making power of the mind — the imagination — is a part of almost every mental process. The act of memory calls up mental pictures, the act of

fancy re-creates a world, invention, writing, painting, and conceiving a scientific theory are aided by the creative imagination. And, what is more, the sympathetic feelings of charity, compassion, and the power to put one's self in the place of another, are dependent on the movement of the same faculty.

Tyndall gives most impressive testimony to the value of the applied use of the imagination. "There are Tories," he writes, "even in science, who regard imagination as a faculty to be feared and avoided rather than employed. They have observed its action in weak vessels, and are unduly impressed with its disasters. But they might with equal justice point to exploded boilers as an argument against the use of steam. With accurate experiment and observation to work upon, imagination becomes the architect of physical theory. Newton's passage from a falling apple to a falling moon, was an act of the prepared imagination, without which the laws of Kepler could never have been traced to their foundations. Out

of the facts of chemistry the constructive imagination of Dalton formed the atomic theory. Davy was richly endowed with the imaginative faculty, while with Faraday its exercise was incessant, preceding, accompanying, and guiding all his experiments. His strength and fertility as a discoverer is to be referred in great part to the stimulus of his imagination."

Thus imagination is a most powerful factor in daily life, and to develop in the individual a wholesome and rich imagination, and to correlate it with the reason, is of utmost importance. This can be best accomplished in childhood. For the didactic faculty — the reason — is dormant in a child, and the faculty of pure enjoyment — the imagination — is predominant, and is the open door to his mind. Through it enters a constant procession of mental pictures, each making an impression on the plastic brain, where they are stored away until the day comes when the mind, at will, recalls the images and with them recombines and forms original designs.

One of the surest means of educating the

imagination is through the judicious use of the best literature which will enrich and stimulate the picture-making faculty. Let us now see how fables, myths, folk and wonder tales will aid this development.

Folk-literature conserves the accumulating mass of spontaneous, unscientific thought, feelings, beliefs, fancies, traditions, distortions, superstitions, and ethical teachings of the common people of all races. It has no known authors, but, like an avalanche, it gathers into itself, age by age, all that lies in its path of the natural mental products of the human race. In treatment it is imaginative, and objective — in fact, childlike. It has, however, a two-fold nature. It teaches, on the one hand, simple truths and morals, put in a way that appeals directly to children; it also shows the distinction between elemental good and evil; and that retribution follows sin; and it emphasizes the majesty or beauty of nature. While on the other hand, there runs throughout folk-literature a strain of illogicality, and immorality — called by some folk-lorists the

irrational — which contradicts the ethical teachings. But when this illogical, irrational element is eliminated, there yet remains a vast body of folk-literature, rich in those qualities that build up and stimulate the imagination, and inculcate simple virtues within the understanding of children.

Folk-literature for children divides itself roughly into seven groups: fables, pure myths, hero-myths, place-legends, fairy-lore, nursery tales and rhymes, and hero-romances. The rhymes and romances will be discussed in another chapter.

The beast-fable appears to be one of the earliest forms of story-telling among all peoples. The savage races use it as a means of teaching mythical tribal history, as well as for entertainment. The savage beast-fable and short story of Africa and Australia are of a low order of imagination, distorted, and full of deceit, lying, and brutality, presented in such a way that children cannot fail to derive wrong ethical ideas therefrom. Whereas the Hindus, Greeks, and other Indo-Germanic peoples have turned the beast-fable

into a vehicle for the teaching of homely virtues and worldly wisdom of a practical kind. Many of these latter fables are an integral part of our literature, and if for no other reason children should be made familiar with them. They have, however, a special mission in the ethical education of children. They not only please the fancy, but they satisfy a young child's craving for short, objective, moral tales, and they inculcate such virtues as prudence, foresight, honesty, and homely wisdom. Fables that teach revenge, and overcoming by the means of craft, should be rejected from books for children. Some of the best Æsopic fables to tell or read are "Belling the Cat," "The Dog in the Manger," "The Lion and the Mouse," "The Shepherd Boy and the Wolf," and "The Town and Country Mouse."

Pure myths had their origin in primitive man's interpretation of nature. The rising and setting of the sun, the return of spring after the winter, the stars in the heavens, the storms and the winds and the loud-sounding Ocean, all filled him with wonderment

and awe. He expressed his understanding of natural phenomena in poetic imagery and language, which came, in time, to be believed as religion. The first form of myth, says Ruskin, "contains the germ of accomplished tradition; but only as the seed contains the flower. As the intelligence and passion of the race develop, they cling to and nourish their beloved and sacred legend; leaf by leaf it expands under the touch of pure affections, and more delicate imagination, until at last the perfect fable bourgeons out into symmetry of milky stem and honied bell."

Of such myths the best types are found in Greek mythology. Harmony, poetic feeling for the beauties of nature, personification of the gentle and tender side of nature make this mythology enjoyable to little children, who love stories of flowers, trees, and living things, fountains, and sudden transformations. Of such stories the best types are Arachne, Daphne, Arethusa, Echo and Narcissus, Phaethon, Pygmalion and Galatea, and Proserpine. Each Greek myth

is complete in itself, and is not dependent on another tale to show forth an inner meaning. This again makes the Greek myth peculiarly applicable to little children who desire a complete story in a few words.

Thus, as each Greek myth is gracefully complete in itself, and usually presents an æsthetic idea in poetic form; so, on the other hand, the Norse myth is a part of a complicated system of creation, according to Germanic tradition. Its gods are personifications of the stupendous, awe-inspiring natural phenomena of the North. The cold "long nights" followed by brief hot summers and the struggle for existence in the face of violent elements, have left their impress on the mythological system of the people. The thunder of the storm on the mountains, the rush of the avalanche, the beat of seas on rocky coasts, the lapping of the waves of the fiords, the mysterious play of the Northern lights, have united in producing a vigorous, epic-like mythology, replete with manly courage and stalwart virtues, but permeated with a mystic melancholy, so characteristic

of the people of the North; of whom Carlyle says: "I feel that these old Northmen were looking into nature with open eye and soul; most earnest, honest, childlike; and yet manlike; with a great-hearted simplicity and depth and freshness, in a true, loving, admiring, unfearing way. A right valiant, true old race of men."

These Norse myths have, therefore, a positive mission in the education of Anglo-Saxon-thinking children. Stripped of their grosser parts, the myths present a united group of tales emphasizing Germanic ideas of unity, individual liberty, of right and wrong, of courage and manliness. These qualities are drawn with strong strokes, and painted in contrasting colors; virtue is virtue, badness is badness, there are no shades of coloring. The stories please the wonder-loving children because they tell of the adventures of the weird Æsir, and of frost-giants, light-elves, and elves of darkness, of trolls, and hideous monsters, as well as of mighty heroes and splendid women.

Another mythology that has a place in

the education of children is that of the American Indian. It breathes of the nature of the wild woods; it is reverent and mystical. On the other hand, it is in part fierce, illogical, confused; especially so when relating the origin of tribes and families. Very little satisfactory work has been done in rendering these tales for children. Longfellow's "Hiawatha" still occupies the important place of presenting in the best form, though idealized, the poetic side of Indian mythology.

There are many other mythologies, but none that offers, as far as the writer knows, such concrete educational characteristics as do the Greek, Old Norse, and Red Indian.

We may now pass on to the brief consideration of the hero-myth. The Norse mythology is a combination of pure myth and hero-worship, probably founded upon the historic traditions of tribal heroes, as well as on nature-worship. The story of Sigurd the Volsung's son will be considered later in the chapter on "Ballads, Epics, and Romances." The Greeks were rich in hero-

stories, such as those of Hercules and of Theseus, Perseus, and Jason. The adventures of the last three heroes are delightfully told for children by Hawthorne in his graceful, inimitable style; while Kingsley has treated the same tales with a nearer approach to their classical originals.

The place-legend is an imaginative accessory to history, and is the outcome of the fancy and superstition of the common people, who weave fearsome or poetic tales about their local towns, castles, rocks, mountains, trees, or abandoned houses, and other objects. Of this class are the tales of William Tell, Rip Van Winkle, the Lorelei, Ulysses's sirens, Tannhäuser, and many other stories, some of which deal with ghosts, banshees, wild huntsmen, and other morbid superstitions not wholesome for all children.

Fairy-lore is largely the product of the Celtic mind, which is fanciful and poetic. The best stories of this kind may be found in English, Scottish, and Irish folk-lore. They deal with the doings of "the little people," with fairy-rings, moonlight dances,

enchanted mountains, changelings, maidens and youths decoyed to Fairy-Land, and with imps and elves that "give pinches, nips, and bobs" to bad folk, and with King Oberon, Queen Titania, and merry, freakish Robin Goodfellow.

We pass now to the ever popular nursery tale — the myth or folk-tale recast and told by "old gammers" to the little ones. Here appear classic myths in new garments, Cupid and Psyche masquerading as Beauty and the Beast, and, in the Scandinavian version, as the maiden and the "great big white bear" of East of the Sun and West of the Moon; while Orpheus and Eurydice reappear in the land of the Red Indian, where the bereaved husband follows his Indian wife to the Land of Souls. The Valkyrie, Brynhild, aroused by Sigurd from her sleep-thorn slumber, is transformed in the nursery into the Sleeping Beauty waking at the kiss of "a fairy prince, with joyful eyes, and lighter-footed than the fox." The Barbe Bleue of the Breton place-legend becomes Blue Beard; and a possible Cornish hero in

the wars with the Romans invades the nursery as Jack the Giant Killer. And, with a lack of dignity not to be explained by the scale of divine ascension to the Buddhaship, Buddha transmigrates from the son of King Brahmadatta, and reappears in Brer Rabbit, and the Demon with the Matted Hair becomes the wonderful Tar Baby.

Cinderella teaches the reward of modesty and humility, as do a host of other nursery tales; Toads and Diamonds, the reward of charity and a kind heart; Faithful John, friendship and loyalty even unto death; and the Little House in the Wood, kindness to animals. Accumulative tales satisfy the ear as well as the fancy, and the "drolls" and grotesque tales are a never-ending source of delight.

Unfortunately, many nursery tales included in collections for children present perverted ideas of right, the themes of which are success by craft, lying, and theft; and they also justify ingratitude, disloyalty, and irreverence. These stories should be cast out of collections for children. Even some of the

ancients did not believe in telling or reading to little ones such irrational tales. Such stories, says Plato, "ought not to be lightly told to young and simple persons. . . . Poets and story-tellers make the gravest misstatements about men when they say that many wicked men are happy, and good men miserable; and we shall forbid them to utter such things."

Nursery tales need careful editing. But there is no more delicate task than to handle folk-literature with the respect that will preserve for the children its directness of appeal, its colloquial language, its humor and grotesqueness, the swift action of plots, the rewards and retributions that are dealt out, *without moralizing*, and, what is more, the destruction, swift and awful, which overtakes ravenous dragons, evil witches and trolls, and fearsome ogres and giants. Fine examples of this folk-treatment in rendering nursery tales may be found in any good translation of Grimm, also in Joseph Jacobs's volumes of fairy-tales, and in Ernest Rhys's "Fairy-Gold."

Some editors, in their over-zeal to make folk-tales mediums of moral instruction, lose their own sense of humor and their perspective. An example of this treatment may be found in a certain version of "The Three Bears" — the little tale attributed to Southey, but which has become a part of nursery literature. The editor adds a good deal of sentimental detail not included in the accepted version. She interlards her tale with remarks like the following: "That is the polite way children talk to animals. Animals like it." "Where were the bears all this time that they did not come in to shake hands with their little visitor?" and at that dramatic moment — which every child awaits with breathless suspense — when the little bear discovers Goldilocks asleep in his bed, the little bear of this version laughs, and strokes the child's golden hair, chivalrously offering his paw to help her rise, while the great, huge bear hides his paws behind him, "so the child should not be scared." "I beg your pardon, Mr. and Mrs. Bear," says the polite child, "I will never do so again," and distributing

checkerberries, she invites the bears to call upon her, then runs home.

And what does any child get from such a mawkish tale — from which all the vigor of the original has been stripped? Where is the little listener's blissful anticipation of the final sympathetic thrill at the end — to which the whole story leads up? "Somebody has been lying in my bed," cries the little bear; "*And here she is! !*" And Goldilocks wakes in fright, jumps out the open window, and runs home as fast as her legs can carry her. And, what is more, where is the editor's sense of humor, when she can so render a tale and write in the preface to the same book: "The youngest children are at one with birds, beasts, and insects, and it is only through imitation and instruction that they learn to avoid these creatures." To be consistent with this, the writer should certainly teach modern children to avoid "bear hugs" and by scaring them thoroughly, instruct them not to go to sleep in the bear-beds at the Zoo.

Anathema also be upon those vandals who demand that bad ogres and witches be met

with moral suasion only. Such treatment is lacking in poetic justice, and from the children's standpoint is neither moral nor satisfactory.

There yet remains for consideration a host of modern wonder tales, not belonging to folk-literature. Many of these are grotesquely humorous, in the way children love. Their chief value lies in literary quality or in the fun and joy they give, and also in some ethical teaching. Occasionally, as in a few of Andersen's fairy tales, and in Kennedy's "New World Fairy-Book," there is a slight background of folk-lore on which the author has built original stories, but for the most part the wonder stories are original productions. Some fine examples of wonder tales may be found in Andersen's fairy tales, Browne's "Granny's Wonderful Chair," Carroll's "Alice in Wonderland," Madame d'Aulnoy's fairy tales, and Ruskin's "King of the Golden River."

Such, then, is the educational mission of folk-literature and wonder tales; to cultivate the imagination, to prepare for the future un-

derstanding of classic literature — especially poetry — to develop the sense of beauty, to implant ideas of simple virtues, and last but not least to give joy to children.

There is scarcely a collection of folk-tales for children which does not contain some objectionable features. The books recommended in the following list are not entirely free from the same, but they are, as far as the writer knows, among the best of their kind for children, and are comparatively free from hurtful suggestions. Some volumes are beautifully bound and illustrated. Others, though in less pretentious form, will make most acceptable gifts for any child's book-case.

BOOKS OF FABLES, MYTHS, AND FAIRY TALES

(For other books on the same subject see Easy Reading, page 78; also Ballads, Epics, and Romances, page 149. For editions, publishers, and prices see Purchase List of Children's Books, page 343.)

Fables, Myths, Legends, and Folk-Tales

American; African.

Nights with Uncle Remus. (Harris.)

The holiday edition of these famous tales is illustrated by Milo Winter. The humor of the stories is delightful, though the ethics is at times not commendable.

Uncle Remus, His Songs and His Sayings. (Harris.)

Humorous tales in negro dialect. Best enjoyed when read aloud. The humor redeems in part the unethical elements in the stories. Contains among other things the Tar-Baby story.

American; Dutch.

Rip Van Winkle. (Irving.)

This tale of the Hudson Valley is published together with the "Legend of Sleepy Hollow," and illustrated by G. H. Boughton. A handsome edition is illustrated by Wyeth.

American; Indian.

Gray Wolf Stories. (Sexton.)

Tales from the Shastas, and other Western Indians. They tell of magic, mystery, and friendly animals in a happy, whimsical fashion, and in the spirit of American Indian folk-lore.

Old Indian Legends. (Zitkala-Ša.)

Folk-tales retold by an Indian, and illustrated by Angel de Cora, an Indian artist. The stories centre about Iktomi, the snare-weaver and spider fairy of the Dakotas. Simple and well told. Follow with "The Basket Woman," and then by the "Trail Book," see pages 109–126.

Red Indian Fairy Book. (Olcott.)

Recommended by the United States Office of Indian Affairs Department of the Interior for School Grades 6–8. The stories are drawn from the publications of the Bureau of American Ethnology, Institutions for scientific research, and other authoritative sources. They emphasize American Indian customs, family life, and the environment of forest, desert, hills, plains, mountains,

and waters, which have inspired so many Red Indian folk-tales. Illustrated by Frederick Richardson.

Seven Cities of Cibola. (Nusbaum.)

Zuñi Indian tales of the pueblos, deserts, canyons, Indian braves, lovely kind maidens, and magic wonders. Mrs. Nusbaum collected the tales from the Zuñi. Both pictures and texts have Zuñi atmosphere.

Song of Hiawatha. (Longfellow.)

This poem presents the best, though idealized, poetic and ethical thought of the American Indian. Its rhythm and subject appeal to the children, especially when it is read aloud. A fine edition is illustrated by Remington.

Stories the Iroquois Tell Their Children. (Powers.)

Friendly modern Iroquois told these stories to the author. The tales teach kindness to animals, and are quite childlike and charming. Cover unattractive, but pictures informative.

The Basket Woman. (Austin.)

Fourteen tales telling of the customs and beliefs of the Ute Indians. The author has woven into her stories much of the poetic and melancholy spirit of life in the great Western deserts. Good to read aloud.

Arabian.

The Arabian Nights' Entertainments.

An excellent edition for children is edited by Dixon. Another attractive edition is prepared by Wiggin and Smith, and illustrated by Parrish. Editions for children are usually based on the French version by Galland, and, though romantic and charming, are not truly Oriental. If possible the translation from the Cairo text, by E. W. Lane, should be read aloud to the children. This last

version has a breadth and strength that is not in Galland. It pictures the life in the deserts and cities of the Orient, and it relates its wonders with a dignity and definiteness of picturesque detail that convinces the imagination. The drawings by Harvey are delightful and appropriate. An edition in three volumes (each sold separately), of the Cairo text of Lane, is that edited by F. J. Olcott, under the titles: "The Arabian Nights Entertainments," illustrated by the English Artist Monro S. Orr; "More Tales from the Arabian Nights," illustrated by Willy Pogany; "Adventures of Haroun El Raschid," illustrated by Willy Pogany.

Celtic; Scotch, Welsh, Irish.

Celtic Fairy Tales. (Jacobs.)

From the Scotch, Welsh, and Irish folk-lore. Humorous and fanciful. The companion volume to this is "More Celtic Fairy Tales." Mr. Jacobs's volumes of folk-lore are authoritative as well as spicy.

Celtic Tales. (Chisholm.)

Little poems in prose, relating three famous Irish folk-tales; of the Star-Eyed Deirdre, the Four White Swans, Dermat and Grania. Softly colored pictures enhance the Celtic spirit of the text.

Scottish Fairy Book. (Grierson.)

Charming stories retold from ballads and tales; contains many stories of fairy-lore and magic. More fancifully rendered than Jacobs's "Celtic Fairy Tales," but not so vigorous.

Chinese.

Chinese Wonder Book. (Pitman.)

Daintily colored pictures by a Chinese artist illustrate this rare collection of childlike Chinese tales related in a fresh interesting fashion, with sympathy for the fine

qualities of the Chinese. Oblong book. May be used as picture book.

Myths and Legends of China. (Werner.)

A collection of exotic tales emphasizing the rich coloring and literary imagination of the Chinese. Illustrated with glowing Chinese pictures. The book is not intended for children, but if they handle it and read, they will absorb an immense amount of Chinese culture.

Wonder Tales from China Seas. (Olcott.)

Wonder tales, legends, and myths from Fair Cathay, illustrating Chinese Art. A Tiny History of China and a Tiny Dictionary of Strange Chinese Things, at the back of the book, yield much information. The "Chung Hwa Monthly" (Shanghai) says: "The author presents her stories from the Chinese point of view, which many Western writers do not seem to get even after living for a considerable time in China."

Dutch.

Dutch Fairy Tales. (Griffis.)

Many pretty and humorous tales told with the addition of Dutch history, manners, customs, and descriptions of the country. Some of the stories are "The Boy Who Wanted More Cheese," "The Princess with Twenty Petticoats," "The Legend of the Wooden Shoe," "Why the Stork Loves Holland." Dr. Griffis has lived in Holland.

Wonder Tales from Windmill Lands. (Olcott.)

Merry, happy, and weird wonder tales from the Eleven Provinces of Holland, accompanied by a Tiny History and a Tiny Dictionary of Strange Dutch Things. Dr. A. J. Barnouw says in a review: "Miss Olcott has retold these tales with charm and simplicity. . . . Painstaking research has preceded the task of selection and translation, and thanks to this happy partnership of artistic

taste and scholarly method, she has created a very precious story book."

East Indian.

Indian Fables. (Ramaswami Raju.)

Short fables for little children. Similar to Æsop's. Good to read aloud. Follow with Dutton's "The Tortoise and the Geese."

Indian Fairy Tales. (Jacobs.)

From the Jatakas, or birth stories of Buddha, the fables of Bidpai, and from other Sanskrit sources. Humorous and imaginative. Preserves the best nursery elements of Hindu folk-tales.

The Tortoise and the Geese. (Dutton.)

Thirty-four fables of Bidpai, the sage of India, with twelve illustrations by E. Boyd Smith. Follow with Jacobs's "Indian Fairy Tales."

English.

English Fairy Tales. (Jacobs.)

The best of our own nursery folk-lore. Contains familiar stories like "Jack the Giant Killer," as well as others less well known. Mr. Jacobs has preserved the folk-flavor, and the stories are strong, humorous, and simple. Very popular. Companion volume to this is "More English Fairy Tales."

Fairy-Gold. (Rhys.)

Contains lore of fairies, elves, brownies, and pixies who give "pinches, nips, and bobs" to lazy folk and who reward the industrious. Tells also of dragons and "loathly worms" that lay waste fair lands, and of the valiant knights who kill these evil beasts. All rendered with the homely spirit of the English folk.

Eskimo.

Told Beneath the Northern Lights. (Snell.)

Mr. Snell, who has lived among the Eskimo and herded reindeer in Alaska, offers here a representative collection with Arctic background and told with emphasis on customs and scenery. Colored frontispiece and spirited black-and-white pictures. May be read aloud to small boys, but older lads will like to read it for themselves.

Flemish.

Christmas Tales of Flanders. (Bosschère.)

Humorous and pretty tales with large colored pictures.

French.

Fairy Tales. (Perrault.)

Sleeping Beauty, Little Red Riding Hood, Blue Beard, Puss in Boots, The Fairies, Cinderella, Riquet with the Tuft, Little Thumbling, Beauty and the Beast, The Benevolent Frog, and the Princess Rosette, by the immortal Charles Perrault, Madame Le Prince de Beaumont, and Madame d'Aulnoy. With colored pictures by Charles Robinson.

Wonder Tales of Alsace Lorraine. (Henderson and Calvert.)

Place-legends of fairy and wonder, mediæval and romantic in their telling. For girls ten to twelve years old.

German.

Children's Munchausen. (Raspe.)

Told delightfully by John Martin. Illustrated by Gordon Ross. Attractive gift book. Short stories of the Baron's humorous and exciting adventures. Compiled from floating German legends. One of the few books of pure humor for children.

Household Tales. (Grimm.)

Fireside tales collected by the famous folk-lorists. In subject, treatment, and interest these stories stand as models for all other folk nursery tales. There are many editions of Grimm. Four good ones are the volume of selected tales illustrated by Walter Crane; the full collection with crude but quaint woodcuts by Johann and Leinweber, a very complete and sumptuous edition illustrated by Arthur Rackham, and an edition based on the Hunt text recommended by Andrew Lang, edited by F. J. Olcott, illustrated with large colored plates by the Dutch artist, Rie Cramer.

Greek and Roman.

Æsop's Fables.

World-famous fables which should be told to the children as soon as they can understand spoken words. The best version is Joseph Jacobs's, which should follow Scudder's "Book of Fables," see page 80. The big edition handsomely illustrated in colors by Milo Winter, may well be used as a picture book.

Golden Porch. (Hutchinson.)

Greek fairy tales from Pindar, told in rich English. Might well be called a child's classic. Pictured by Dugald Stewart Walker.

Half-a-Hundred Hero Tales. (Storr.)

Classic stories by many authors. Contains among other things tales of the Trojan War and of the adventures of Ulysses and Æneas, also the myths of Arethusa; Orpheus and Eurydice; Deucalion and Pyrrha; Iphigenia; Hypermnestra; Meleager and Atalanta; Hero and Leander; and The Ring of Polycrates. For older children.

Hellenic Tales. (Carpenter.)

Stories for older children, well told and interesting. Contains, among other things, "The Battle of the Frogs and

Mice," by Homer; "Cloudcuckooborough," adapted from Aristophanes; "How Pelops Won his Bride," from Apollodorus, and "Thetis," adapted from Pindar, Euripides, and Lycophron.

Heroes; or Greek Fairy Tales. (Kingsley.)

Stories of Perseus, the Argonauts, and Theseus; retold in clear, concise English. An attractive edition is illustrated in color by T. H. Robinson.

Legends of Greece and Rome. (Kupfer.)

For younger children. A collection of stories and poems by different authors, and illustrated with reproductions of paintings and statuary. Contains Arachne; Icarus and Dædalus, Echo and Narcissus, and other myths.

Old Greek Folk-Stories. (Peabody.)

The child's first book of Greek tales. Has distinct literary quality. Follow with Kupfer, Kingsley, and Hawthorne, and Baldwin's "Story of the Golden Age."

Orpheus with His Lute. (Hutchinson.)

A new edition of this classic rendering of Greek myths, in rich language with beautiful imagery. The author, translator of Pliny's Letters, is a recognized classical scholar, with the degree of A.M. from the University of Cambridge.

Wonder-Book, and Tanglewood Tales. (Hawthorne.)

Two classics which should be in every child's library. They come bound together in one volume illustrated in color, by H. G. Fell; or in two handsome volumes, the "Wonder-Book," illustrated by Walter Crane, and "Tanglewood Tales," with pictures by G. W. Edwards.

Wonder Garden. (Olcott.)

Greek and Latin nature myths and hero tales retold from original sources — from Anacreon, Apollonius, Rhodius,

Bion, Callimachus, Hesiod, Homer, the Homeric Hymns, Lucian, Moschius, Ovid, Pindar, and Theocritus, keeping close to the originals. In addition myths from many other lands are in this volume.

Hungarian.

Hungarian Fairy Book. (Nandor Pogany.)

Romantic fairy tales, fragments presumably of Hungarian tales and epics, told with a mingling of western fancy and oriental richness. Ethically rather better than most collections of this kind. Illustrated in Hungarian style with Hungarian folk motifs by Willy Pogany.

Italian.

Italian Fairy Book. (Macdonell.)

Stories of fairy gifts, enchantment, and wonder-animals. Full of fun and frolic.

Japanese.

Fire-Fly Lovers. (Griffis.)

A collection of Japanese folk-tales, well rendered and interesting. For older children. Illustrated in color.

Green Willow and Other Fairy Tales. (James.)

Large gift book. Stories gracefully told, and pictures by Warwick Goble,

Japanese Fairy Tales. (Williston.)

Stories Japanese mothers tell their little children, with delightful colored illustrations by Sanchi Ogawa, a native artist of Japan.

Jewish.

Jewish Fairy Tales and Stories. (Friedlander.)

Nine wonder tales told in a serious vein, taken largely

from Talmud sources. Cover unattractive. This book is not ideal, but there is so little on Jewish folk-lore that it has its use.

Stories from the Rabbis of the Talmud. (Isaacs.)

A most interesting little volume of nineteen tales, told well and with spirit.

Norwegian.

Fairy Tales from the Far North. (Asbjörnsen.)

Stories of trolls and strange beasts, of rescued princesses, and other wonders. Translated from the Norwegian by Broekstad.

Old Norse.

In the Days of Giants. (Brown.)

Norse mythology retold in a simple, direct fashion very pleasing to little children. Tells among other things how Father Odin lost his eye; how Thor went fishing; of the death of Baldur; and of other experiences of the gods and goddesses of Asgard. For young children.

Norse Stories Retold from the Eddas. (Mabie.)

Tells the history of the Old Norse gods from the creation of the world until the battle of Ragnarok. Should follow Brown's "In the Days of Giants," and may be used to lead to Baldwin's "Story of Siegfried."

Saga of King Olaf. (In Longfellow, Tales of a Wayside Inn.)

This poem, telling of the passing of the old Norse gods and the coming of Christianity, may be read aloud to the children after they have enjoyed Brown and Mabie. A charming little edition of "Tales of a Wayside Inn," with blue picture cover, is in the Riverside Holiday Series.

Stories of Norse Heroes. (Wilmot-Buxton.)

A remarkably fine rendering of the Norse myths. Its beauty of words and rapid action will delight children. Excellent for story-telling.

Polish.

Polish Fairy Tales. (Glinski.)

Translated by Biggs. A large fine gift book, with bright colored pictures.

Russian.

Russian Fairy Book. (Dole.)

Seven fairy and wonder tales. Language clear and direct. Folk-lore treatment. Illustrated with quaint colored pictures from Russia. There are some brutal touches in the tales, but they are few and do not condemn the volume.

South American.

Tales from Silver Lands. (Finger.)

The Silver Lands are Central and South America. Unique collection of tales gathered by the author. Style is graceful, though simple. The geographical descriptions are so fine that children studying South America should read this. The cover is for adults. The stories are pleasing to adults, and will be enjoyed by children of literary tastes. The pictures are not popular with children.

Swedish.

Wonderful Adventures of Nils. (Lagerlöf.)

Story of a little boy who flew away on the back of a wild goose. The author has woven into the story folk-tales and legends of Sweden. Good to read aloud.

Tibet.

Wonder Tales from Tibet. (Jewett.)

Stories from the Roof of the World, told for Western children, stories of wonder, magic, and mystery that Kalmuck and Mongolian children know. Some of the titles are, "The White Bird's Wife," "The Prince with the Golden Mouth," "Sunshine and Moonshine."

Miscellaneous Collections of Fables, Myths, Legends and Folk-Tales

Atlantic Treasury of Childhood Stories. (Hodgkins.)

A choice collection for the little ones. Fairy stories and other tales. Good to read aloud. (See also page 51.)

Blue Fairy Book. (Lang.)

A popular one-volume edition of the best-known fairy tales. The other volumes in the "Colored Fairy Book Series" vary in merit, as the editor has not always been careful to select wholesome tales. "The Brown," "Violet," "Red," and "Yellow Fairy Books" are among the best of the series.

Book of Elves and Fairies. (F. J. Olcott.)

From Fairy Land, Elfin Mounds, and Fairy Rings come these tales of Elves, Fairies, Leprechauns, Knockers, Spriggans, Brownies, Tomts, sprightly Fays, and other Fairy Folk of the world over.

Book of Giant Stories. (Adams and Atchinson.)

Favorite Giant stories and folk-tales. This collection grew out of a Story Hour held at the Indianapolis Public Library. Such a popular story book is worthy of a more attractive cover and pictures.

Book of Saints and Friendly Beasts. (Brown.)

Of Bridget, the little girl saint of Ireland; of St. Prisca,

the child martyr of Rome: of the birds of St. Cuthbert; of the fish that helped St. Gudwall; and of other friendly beasts and kindly people. Good to read aloud.

Children's Book. (Scudder.)

A treasure trove of ballads, fairy tales, and stories from the "Arabian Nights," Munchausen, Gulliver, and other sources. A parent who can only afford one volume of fairy tales and other stories should purchase this. If funds permit, however, it is better to buy the individual volumes containing the same stories in complete form. See list of Horace Scudder's books, on pages 404, 405.

Curious Book of Birds. (Brown.)

Legends and myths about birds told most charmingly and illustrated by E. Boyd Smith. Some of the titles are "The Disobedient Woodpecker," "The Forgetful Kingfisher," "The Robin who was an Indian," "Sister Hen and the Crocodile." Useful to the story-teller.

Folk-Tales from Many Lands. (Gask.)

Wonder tales from the wild Carpathians, Germany, Russia, Algeria, Brittany, Bohemia, and other lands. Illustrated in color and black-and-white, by Willy Pogany.

Legends of Our Little Brothers. (Gask.)

Myths and legends of the animal world, retold poetically. A thread of story binds the tales together, the Wind telling them to a little boy. Lessons of gratitude and kindness to animals are mingled with fancy and legend. Specially good to read aloud.

Magic Fairy Tales. (Andrew Lang.)

From the "Blue Fairy Book," selected by Wilhelmina Harper. Contains, among other tales, "Snow-White and Rose-Red," "Aladdin," "Toads and Diamonds," "Sleeping Beauty," "Hansel and Grettel," "The Pot of

Pinks," and "Why the Sea is Salt." Good type and attractive cover.

Miss Mulock's Fairy Tales. (Craik.)

Thirty-six famous tales from Grimm, Perrault, and other authors. A well-known collection by the author of "John Halifax." The edition in "Good Value Series," is very reasonably priced, being fifty cents.

Tales of Laughter. (Wiggin and Smith.)

A fund of humorous and joyous stories collected from the Celtic, Scandinavian, Russian, Spanish, German, Chinese, and other sources. An equally delightful companion volume is "Tales of Wonder," which are collected from the Persian, Japanese, Gaelic, Welsh, and other peoples. Both volumes contain good stories to tell.

Wonder-Book of Horses. (Baldwin.)

Selections of best tales from "The Horse Fair." Contains stories of flying steeds, and of the war-horses of famous knights and heroes.

Modern Fairy and Wonder Tales

Alice's Adventures in Wonderland. (Carroll.)

"The most delightful of all nonsense books, and one that has already become a classic. Every child should know it by heart." (Hardy.) The children should "learn their Alice" from the edition illustrated by Sir John Tenniel. The companion volume to this is "Through the Looking-glass."

Bee-Man of Orn. (Stockton.)

For pure nonsense and clever fun no modern children's story-teller surpasses Mr. Stockton. Another volume of his tales, called "The Floating Prince," is also delightful reading. For older children.

California Fairy Tales. (Shannon.)

Jolly joking wonder tales, by a librarian with a fund of fun and fancy. Most of the tales are original.

Davy and the Goblin. (Carryl.)

Grotesque fairy tale modeled on "Alice in Wonderland." Very popular. Fanciful pictures by Bensell.

Enchanted Forest. (Bowen.)

Enchanting Fairy Tales from an Enchanted Land, and about the doings and friends of an adorable Princess. For little girls. Well written and kindly. Illustrated by Maud and Miska Petersham.

Enchanted Mountain. (White.)

Adventures of four little children and their parents. Although the story has a moral it is so skillfully hidden that the children absorb it unconsciously.

Fairy Tales. (Andersen.)

This king of fairy-tale writers has bequeathed to the children stories which, for poetic and imaginative qualities and tender pathos, have as yet been unequaled by any other writer for children. This classic comes in many editions. A quite complete collection is issued in two volumes, and illustrated with delightful old-fashioned woodcuts by Pedersen and Stone. A good general translation is by Mrs. Lucas. A fine Centenary edition, with introduction by Gosse, and over two hundred pictures by Hans Tegner, has been issued by the Danish Government and translated into English by Broekstad.

Fairy Tales. (d'Aulnoy.)

A classic written in French over two hundred years ago. For girls just leaving the fairy-tale age; may be used to introduce them to romances. A few of the stories are: "The Yellow Dwarf," "Princess Rosette," "The Hind in the Wood," "Gracieuse and Percinet," and "The Bee and the Orange Tree."

Fairy Tales. (Hauff.)

Clever and humorous stories, written with fascinating detail. Translated from the German. An attractive edition is that illustrated by Dixon.

Firelight Fairy Book. (Beston.)

Pretty original fairy tales written in crisp English. Pictures, end papers, and type attractive.

Flying King of Kurio. (Benét.)

An imaginative modern wonder tale for modern little boys who delight in magic aeroplanes and adventures in strange wonderlands. The author's name bespeaks its style.

Granny's Wonderful Chair. (Browne.)

A child's classic. The language is charming, and the stories are quaint and fanciful, and teach ethical truths in a pleasant manner. Good to read aloud or to tell.

Gulliver's Travels. (Swift.)

This is one of the few classics, not written for children, that have become their property. A charming edition of this wonder tale is edited by Padraic Colum and illustrated by Willy Pogany.

Jungle Book. (Kipling.)

Of this book Israel Zangwill says: "Rousseau's writings gave Voltaire a yearning to go down on all fours, and a perusal of Mr. Kipling's book has left me merely undecided whether I should rather be a seal or a mongoose." The stories are strongly imaginative, and deal much with mysterious jungle life. Good to read aloud.

King of Ireland's Son. (Colum.)

Of Fedelma the Enchanter's Daughter, the King of the Cats, the Sword of Light, the Town of the Red Castle, and the King of the Land of Mist. Being adventures of

the King of Ireland's son, told in Padraic Colum's best manner, with poetic diction and Celtic charm. Illustrated by Willy Pogany.

Little Boy Lost. (Hudson.)

In English crystal clear and poetic are told the wonderful adventures of a little boy lost on the Argentine pampas and among the mysterious Andes. Embodies much Argentine folk-lore. Resembles Kingsley's "Water Babies," in its fanciful descriptions of nature. A book to be read aloud to the child.

Little Daffydowndilly. (Hawthorne.)

Bound together with the "Snow Image" and other tales. Delicate fanciful tales. Good to read aloud.

Little Lame Prince. (Craik.)

Story of little Prince Dolor who floated out of his prison tower on a wonderful cloak. Charming symbolic tale. A pretty edition is that illustrated by Hope Dunlap. A volume containing The Adventures of a Brownie, and Poor Prin, is entitled "Little Lame Prince and Other Stories."

Mother Stories. (Lindsay.)

The tales are told with a simple genuineness and a touch of folk-treatment. Each story has an inner meaning, not at all obtrusive. Good to read aloud or to tell to little children.

New World Fairy Book. (Kennedy.)

Wholesome, imaginative stories built on a framework of American Indian folk-lore. Tell of Indian magic, of Indian maids and braves, and of fairies and enchantment.

Old French Fairy Tales. (de Ségur.)

Aside from being a volume of unusually pretty modern fairy tales with picturesque French atmosphere, this

book is remarkable for its imaginative, richly colored illustrations by that promising young artist, Virginia Frances Sterrett. (See also page 64.)

Peter Pan and Wendy. (Barrie.)

Retold by May Byron with the approval of the author, for children of the age to enjoy this tale. Colored pictures, good print.

Pinocchio. (Collodi.)

Humorous and wonderful adventures of Pinocchio the wooden marionette of evil ways but tender heart; and how at last he reformed and became a real live boy. A popular tale translated from the Italian of Lorenzini.

Red Feathers. (Roberts.)

Story of magic red feathers, and of the struggle between two Indian magicians. The tale breathes of the poetry of the forest. For older children.

Rumpty-Dudget's Tower. (Julian Hawthorne.)

Fanciful, ethical fairy tale for the little ones. Has something of the quality of "The King of the Golden River." First published in "St. Nicholas." This edition is pretty, but its paragraphs are too long for the little ones to read. Good to read aloud.

Short Stories for Short People. (Aspinwall.)

Colonel Higginson says that Mrs. Aspinwall's stories "have that pure impossibility in which children delight, that fresh vigor which carries attention along, and that suggestion which even children vaguely feel of deeper meanings." Some of the stories are about a squash vine that ran away, and a disobedient island, and other humorous wonders.

South American Jungle Tales. (Quiroga.)

Wonder tales for little folk translated from the Spanish by Arthur Livingstone. They tell of the natural history

and jungle life around Misiones, in the north of Argentina. Friendship of animals for men is emphasized.

Star Jewels. (Brown.)

Five fairy tales and six rhymes telling, among other things, of mermaids, stars, an Indian fairy, a dryad, and a monkey with a green cap. Prettily and fancifully written.

Starlight Wonder Book. (Beston.)

Companion to "Firelight Fairy Book." Imaginative stories, written in flowing English, unusual in plot. To read aloud to children.

Story of Doctor Dolittle. (Lofting.)

One of a series of Doctor Dolittle's adventures with his happy animals. "The story of Doctor Dolittle," with its funny pictures and lively doings, delights small boys and next they will enjoy "Voyages of Doctor Dolittle."

Story Without an End. (Carové.)

A nature tale about a child who wanders among flowers and flying things, listening to their stories. Poetic and delicate. Translated from the German by Sarah Austin. Should be real aloud to a child.

The Princess and the Goblin. (MacDonald.)

Fantastic fairy tale, telling how the brave miner's son rescued the Princess from the evil goblins. The sequel to this is "The Princess and Curdy." George MacDonald conceals spiritual truth under the name of a fairy tale, and he throws over his stories a veil of mystery that charms the reader. A pretty edition of these two books is illustrated by M. L. Kirk.

Trail Book. (Austin.)

In an artistic imaginative fashion, the author combines fancy, history, and beautiful descriptions of America's

natural scenery so as to produce a wonder story of charm and educational value. The children in the story follow many exciting Wonder Trails of America. Read aloud.

Undine, and Sintram. (La Motte Fouqué.)

Two allegorical romances translated from the German. They may be used to introduce girls to the books of romance listed in the following chapter. A version of "Undine" with fanciful pictures is prepared for little people and published in the "Told to Children Series." A rich and artistically bound edition is that illustrated by Rackham.

Water Babies. (Kingsley.)

A classic story teaching nature lessons and ethics under the guise of a fairy tale. Should be read aloud to be enjoyed.

Whirling King and Other French Fairy Tales. (J. E. Olcott.)

For the little folk, translated from the French by Julia E. Olcott, and illustrated with silhouettes by Harriet Mead Olcott. French atmosphere and delicate charm in both text and pictures. Some of the stories are: "Prince Rainbow," "Bleuette's Butterfly," "The Frozen Heart," and "The Flying Wizard."

Wind Boy. (Eliot.)

Fanciful poetic tale of little Kay and Gentian, and their strange, lovely nurse and how they met the Wind Boy. Cover, type, and pictures by Winifred Bromhall, dainty and pleasing.

Wonderful History of Peter Schlemihl. (von Chamisso.)

Weird and wonderful is this famous tale of the man who sold his shadow. Translated and appropriately illustrated with silhouettes by Theodore Bolton.

Why the Chimes rang. (Alden.)

Imaginative stories in form of wonder allegories. The language and style are ordinary, but the tales are pretty and instructive. Useful to the story-teller. Also published under the title, "Knights of the Silver Shield."

CHAPTER IX

BALLADS, EPICS, AND ROMANCES

"The original force, the direct smell of the earth or the sea, is in these ancient poems, the Sagas of the North, the Nibelungen Lied, the songs and ballads of the English and Scotch. I find or fancy more true poetry, the love of the vast and the ideal, in the Welsh and bardic fragments of Taliessin and his successors, than in many volumes of British Classics." — EMERSON.

IN early man the delight in rhythm and musical sounds was prior to the sedate power of prose expression. So it is with children. "A child at play with itself will express its delight by its voice and motions," says the poet Shelley, "and every inflexion of tone and every gesture will bear exact relation to a corresponding antitype in the pleasurable impressions which awakened it. . . . In relation to the objects which delight a child, these expressions are what poetry is to higher objects. The savage (for the savage is to ages what the child is to years) expresses the emotions produced in him by surrounding objects in a similar manner."

We find much of this poetic expression of the life of the race conserved for us in ancient hymns, proverbs, charm-rhymes, songs to accompany dances, and songs and chants used to produce concerted action in labor, and last but not least in ballad poetry.

Even in America labor songs are still used for practical purposes. Sailors use the "yo-heave-o." The present writer once saw a gang of workmen opening the clay door of a blast furnace, and as the men rhythmically swung their metal bar against the clay, they kept time with a low, monotonous sing-song. Scissors-grinders and street peddlers often use rhyming calls — probably survivals of old London street cries.

Ancient proverbs are still used in the household, and a survival of charms, labor, and dance songs may be found in the music and words of folk-dances. And, what is more to our immediate purpose, these ancient rhymes and songs enter into the play life of modern children. Songs to accompany ring games, counting-out rhymes, and dance-songs have their origins in these interesting fragments,

and it is possible to trace to the same sources nursery rhymes and jingles.

But the cry from the heart of the common people, which expresses their sufferings from social oppression, and from the struggle for existence; and which shows forth their restiveness under the action of laws operated for the benefit of tryannical classes — all this is embodied in the ballad. This form of poetry has an important educational value. Simple, strong, not analytical, dealing with first principles of human failings and of justice, full of action, and imaginative, the ballad nourishes the awakening powers of moral reasoning in older children. The swing of the verse, the objective treatment, the rapid action, the humor or pathos, appeal to the primitive craving of children for rhythm, for rapidly passing mental pictures, and for emotional literature.

Ballads are fragmentary expressions of popular feelings and experiences, but when gathered together by literary geniuses, and welded into perfect wholes, they become epics —symphonies of human life and thought.

Matthew Arnold, in his discussion of Homer, characterizes epic greatness as being a creation from unorganized matter, a consistent whole moving along a uniformly high plane of noble simplicity. "Homer's manner and movement are always both noble and powerful," he asserts; "the ballad manner and movement are often jaunty or smart, so not noble; or jog-trot or humdrum, so not powerful."

The Iliad, standing as it does at the forefront of literary masterpieces, and being a receptacle of universal human experience, clarified of its crudity, may be made the literary goal toward which parents should work when guiding their children's reading. Step by step, through readings in folk-stories, ballads, sagas, and mediæval romances, young people may be brought to a full and unconscious enjoyment of Homer's epic poetry.

Too much stress cannot be laid on the free use of romantic literature in leading up to an appreciation of the unsentimental, heroic qualities of Homer's Iliad. The claims of these romantic writings are delightfully de-

fended by Don Quixote's curate, who, after listening to the harsh criticisms of the canon, replied in part as follows; that the author "can set forth the craftiness of Ulysses, the piety of Æneas, the valor of Achilles, the misfortunes of Hector, the treachery of Sinon, the friendship of Euryalus, the generosity of Alexander, the boldness of Cæsar, the clemency and truth of Trajan, the fidelity of Zopyrus, the wisdom of Cato, and, in short, all the faculties that serve to make an illustrious man perfect; now uniting them in one individual, again distributing them among many; and if this be done with charm of style and ingenious invention, aiming at the truth as much as possible, he will assuredly weave a web of bright and varied threads that, when finished, will display such perfection and beauty that it will attain the worthiest object any writing can seek, which, as I said before, is to give instruction and pleasure combined."

Although the romantic cycles are largely the product of the sentimental side of mediæval chivalry, they have great value in the

education of young people. They appeal to the budding sentiments and the awakening enthusiasms of youth. They are imbued with charming fancy and with tenderness. They deal less with the depths of life and more with its emotions. They draw youthful altruistic aspirations towards an ideal goal — where treachery, cruelty, cowardice, and falsehood are shown in their blackness, and where the unstained shield of the faithful knight is preferred above all things.

Milton in his "Apology for Smectymnuus," emphasizes the moral influence of romance. "Next, (for hear me out now, reader,) that I may tell ye whither my younger feet wandered; I betook me among those lofty fables and romances, which recount in solemn cantos the deeds of knight-hood founded by our victorious kings, and from hence had in renown over all Christendom. There I read it in the oath of every knight, that he should defend to the expense of his best blood, or of his life, if it so befell him, the honor and chastity of virgin or matron; from whence even then I learned what a noble virtue

chastity sure must be, to the defence of which so many worthies, by such a dear adventure of themselves, had sworn. And if I found in the story afterward, any of them, by word or deed, breaking that oath, I judged it the same fault of the poet, as that which is attributed to Homer, to have written indecent things of the gods. Only this my mind gave me, that every free and gentle spirit, without that oath, ought to be born a knight, nor needed to expect a gilt spur, or the laying of a sword upon his shoulder to stir him up both by his counsel and his arms."

This same moral influence, exerted by romance upon the young Milton, is to-day working upon the characters of thousands of modern boys and girls. Through the public libraries numberless copies of books on chivalry are widely circulated. Stories of chivalry and romance are recounted at the public story-hours, and an organization, called the "Knights of King Arthur," is designed for religious and secular institutions. "The purpose," says the founder of the organization, William Forbush, "is to bring back to

the world, and especially to its youth, the spirit of chivalry, courtesy, deference to womanhood, recognition of *noblesse oblige*, and Christian daring, and ideal of that kingdom of knightliness which Arthur promised he would bring back when he returns from Avalon."

It is hoped that the foregoing necessarily brief and rapid survey of great literature, that may be used in the education of literary taste, will rekindle the enthusiasm of parents and encourage them to utilize this material to the full for the benefit of their children. Whether or not parents wish to work toward the development of a taste for Homeric poetry, it is best for them to follow graded courses — not too ironclad — in directing the reading of children. The writer offers here a plan which is based on many years of experimentation with children of all classes. Brief characterizations of groups of stories are added which will aid parents in selecting and grouping their material to be used for story-telling, reading aloud, and for the personal reading of the children and young people.

While a child is still enjoying fairy and wonder tales, he may be given ballads, the full enjoyment of which depends on their being read aloud to him, the reader's voice keeping time with the swing of the verse. Among the fine old ballads are "Chevy Chace," "The Battle of Otterburn," "The Blind Beggar's Daughter," "Sir Andrew Barton," "Adam Bel," "Clym of the Clough and Wyllyam of Cloudeslee," "Sir Cauline," "Fair Rosamond," "The Heir of Linne," and the cycle of Robin Hood ballads. There are also stirring imitations by modern poets, equally worth reading aloud; among these are "Valentine and Ursine," "John Gilpin," "Young Lochinvar," "Horatius," "The Mermaid," "How they Brought the Good News from Ghent to Aix," "The Pied Piper," and "The Rime of the Ancient Mariner." There are a number of renditions of ballads into prose. These serve as delightful story-books, or they may be used to interest the children in ballad plots and thus lead up to the poems themselves. Prose versions, no matter how well done, cannot reproduce the

spirit of the ballads in original form. The reading of ballad poetry may be made an occasional incident in the children's literary training, not a course complete in itself.

As a child begins to outgrow myths, legends, and fairy tales, he will revel in the stories of Beowulf and Siegfried, in the slaying of Grendel the Ogre, and the killing of Fafnir the Dragon. The combination in the tales of the wonder element and the heroic appeals to a growing child; while the Germanic strength in these products of our Northern ancestors acts like a tonic on the mind.

Among the best of the Siegfried legends are, "The Forging of the Sword Balmung," "The Choosing of Grani," "The Slaying of Fafnir," and "The Awakening of Brynhild." The strongest elements of the stories are drawn from the Northern sagas telling of the deeds of Sigurd the Volsung — the Siegfried of the North. The saga tales are full of the mystery and poetry of the land of Northern lights and midnight sun; and they relate the deeds of valiant men and heroic women. Another source of the stories is the great Ger-

man epic, the "Nibelungenlied," in which the Northern lights of the saga tales die down and the wonder element vanishes, and Sigurd the hero becomes Siegfried the knight, while the Valkyrie Brynhild, "the shield-may" of Odin, vanishes from her saga castle, "where without, all around it, sweeps the red flame aloft," and reappears in the German Lied as the revengeful, masculine Brunhild.

Unfortunately there is no satisfactory version for children of either the "Volsunga Saga" or the "Nibelungenlied." James Baldwin has made the best rendition, in which he has combined the heroic and wonder elements of the Northern sagas with the best of chivalric sentiment from the German song. Parts of the "Volsunga Saga," translated from the Icelandic by Magnússon and Morris, may be read to the children, but it contains much that is too brutal and coarsening for children to read to themselves. Mr. Morris's poetic version of "Sigurd the Volsung" is unfortunately beyond the appreciation of most young people.

Spenser's "Faërie Queene," although not

a part of folk-literature, but an original metrical romance, may be made the next link in the chain of progressive reading that will lead young people to an appreciation of other fine things. Richly imaginative, full of wonder incidents, romantic, and above all allegorical the "Faërie Queene" may well form part of the mental diet on which every child is brought up. The poem teaches holiness, truthfulness, prudence, justice, fortitude, and temperance. It instills its lessons through beautiful allegory making the good lovely and the bad gross. Milton, speaking of "our sage and serious poet Spenser," writes that he, "describing true temperance under the person of Guyon, brings him in with his palmer through the Cave of Mammon and the Bower of Earthly Bliss, that he might see and know and yet abstain. Since, therefore, the knowledge and survey of vice is in this world so necessary to the constitution of human virtue and the scanning of error to the confirmation of truth." This mysterious inner significance, mingled with a romantic plot and the relation of many wonders, both softens and

enthralls the imagination of a growing boy or girl.

A programme of stories from the "Faërie Queene" may include "The Quest of the Red Cross Knight," "Una and the Lion," "The Red Cross Knight and the Dragon," "Sir Guyon's Search for the Bower of Earthly Bliss," "The Adventures of Britomart," "Britomart and Amoret," "The Fair Florimell," "Adventures of Sir Artegall," and "The Quest for the Blatant Beast."

Following Spenser, Chaucer may be read aloud or given to a child to read for himself. Unfortunately because of the archaic language of the "Canterbury Tales," they may not be fully enjoyed in their original form. The fine adaptations of Darton and McSpadden may be used to lead up to a good paraphrase of the tales. These two renditions preserve much of Chaucer's optimism, joyousness, and humor, and they render the stories with spirit.

Stories from Chaucer are thoroughly enjoyed by children because of the adventure, rapid action, and thrilling plots, while the

humane attitude, the genial humor, and wholesome thought of the poet are mentally salutary. Some of the best Chaucerian tales are "Palamon and Arcite," "Faithful Constance," "Patient Griselda," and "The Rocks Removed."

At this point, before passing into the field of Arthurian and Carolingian romance, parents may, if desired, make use of folk-tales from other literature. Stories of Sohrab and Rustem may be drawn from the Persian "Sháh Námeh," and tales may be taken from such sources as the romance of "Amadis of Gaul," "Frithiof's Saga," Icelandic hero stories and Irish romance and legend. "The Cid," the poems of Ossian, and the traditions of Taliessin offer also a rich supply of imaginative tales.

Having made the poems of Spenser and Chaucer the connecting links between the Beowulf and Siegfried legends and more mature folk-literature, we pass now to the discussion of the use of the Arthurian and Carolingian romances. These two great mediæval groups of stories have collected within them-

selves historical and legendary traditions as well as the best of mediæval Christian ethics. The stories of Arthur have passed from their crude form — as seen in the Welsh fragments — through numerous hands until they have found their highest Christianized expression in Tennyson's "Idylls of the King."

Carolingian romance has for its central figure the legendary Charlemagne, majestic and solemn, surrounded by his Paladins and animated with one intent, the protection of Christendom. The tales as given to the children are mainly a welding together of material drawn from the "Song of Roland" and the "Orlando Furioso" of Ariosto. The stories are heroic, and emphasize loyalty in friendship, magnanimity and patriotism, and the reward of the faithful in after life. The writer has found no story that moves children more deeply than the death of Roland. "In no respect," writes one critic of Carolingian romance, "is the influence of Christianity on the national literature, and on the heroic ideal, more strongly marked than in such a death-scene as this at Roncesvalles.

The Greek hero, let his toils be what they might, could look to no reward after they were ended. Even the joys of the Northern warrior in his Valhalla were but shadowy. But when the faithful champion of Christendom had fallen on his last battle-field, his happiness was only commencing: and the Paladins of Roncesvalles became a great army of martyrs, whose blood had been shed in defense of all that was true and right."

The finest ideals of chivalry are represented by the Knights of the Round Table — Arthur, "whose glory was redressing human wrong, who spake no slander, no, nor listened to it"; Lancelot, the faulty but brave knight, the flower of Arthur's court; Gawain the courteous; Galahad the holy; and many others. The Paladins of Charlemagne likewise uphold their knightly code, and the noble deeds of Roland and Oliver stir the blood of young people. While the acts of goodly knights are recounted for our admiration and imitation, the evil acts of recreant ones are held up to scorn; — of such are Mordred the treacherous; Kay, rude and

boastful; and Ganelon the smooth-tongued traitor. The wonder element is not lacking in either Arthurian or Carolingian legends, for the tales treat of such mysterious beings as Merlin the enchanter, spell-weaving Vivien, the Lady of the Lake, Morgan the Fay, the three Queens of Avalon; also of fairies and enchanted beasts; while the adventures of Ogier the Dane and those of Roland in the gardens of Falerina should satisfy any wonder-loving boy or girl.

A short course of stories about King Arthur's knights may include the following, "The Coming of Arthur," "The Knights of the Round Table," "The Adventure of Gareth," "Geraint and the Fair Enid," "The Dolorous Stroke," "Lancelot and Elaine," "The Quest of Sir Perceval," "Sir Galahad and the Achievement of the Holy Grail," and "The Passing of Arthur."

An equally delightful course of stories may be planned from Carolingian romance, including: "The Adventures of Ogier the Dane," "The Sons of Aymon," "Malagis the Magician," "A Roland for an Oliver,"

"Reinold's Journey to Cathay," "Roland in the Gardens of Falerina," "Bradamant the Warrior Maiden," and "The Battle of Roncesvalles."

Such courses as outlined above will probably last until a child is fourteen or fifteen years of age. He may then be introduced to Homer's poetry, or, if parents prefer, to other great literature, Shakespeare, the poets, the dramists and novelists.

An appreciation of Homeric poetry is, however, a fine preparation for the enjoyment of other great writings. Homer should be read aloud from a good translation, but previous to this the boy or girl should be prepared for a fuller understanding of the Greek epics by reading Baldwin's "Story of the Golden Age," which contains legends and stories explaining the causes of the Trojan War. The children may also be further interested in the Homeric stories by reading one or more of the good renditions listed below. A connected course giving the events of the war and the after adventures of the heroes may be planned, drawing material from Ho-

mer, Virgil, and other sources. A very fine rendering of these tales with a background of classic legend and history, is Andrew Lang's "Tales of Troy and Greece."

It is a much-mooted question whether great literature should be rewritten for children, and whether it should be expurgated. There are great books that few children read through, while chapters from those writings read when young may give the children, later in life, a desire to read the entire works. An example of such is "Don Quixote." It would seem well to place in the hands of children interesting, well-edited excerpts from this work. On the other hand, there are fine things that children should read in their entirety. Of these last there are good renditions which preserve more or less the quality of their originals. Such adaptations, may, as far as is possible, be used as a means to an end — to interest the children in plots and to lead up to the originals. As to expurgation, it is the opinion of the present writer that much in books thought by adults to be harmful to children, these pass over without notice —

for it is beyond their range of vision; while that which is actually harmful to minors is the lauding of vice and success by craft, and the light treatment of lying, thieving, disloyalty, and other acts that children should be taught degrade character and undermine integrity.

It would seem that if in their earlier years children are taught by the means of carefully selected and edited stories to discern between good and evil, and weakness and strength, that they may, when older, be permitted to read certain masterpieces unedited and unexpurgated. By the time boys and girls are fifteen or sixteen years of age their moral sense should have been so trained that, independent of the judgment or conscience of others, they should be able to perceive for themselves when an author fails to uphold uniformly high standards of virtue, or confuses falsehood with truth. This opinion does not apply to literature which is perverting — such writings are injurious to child or adult.

The following list of books is arranged according to the plan of reading outlined in this

chapter. Whenever possible, inexpensive versions are quoted as well as fine gift books.

BOOKS OF BALLADS, EPICS, AND ROMANCES

(For modern romances see Classics and Standards, page 183. For editions, publishers, and prices see Purchase List of Children's Books, page 343.)

Ballad Collections

Ballad Book. (Bates.)

Inexpensive collection of ballads, traditional, superstitious, romantic, and domestic. Another excellent but inexpensive collection is "Representative English and Scottish Popular Ballads," edited by Witham.

Blue Poetry Book. (Andrew Lang.)

Ballads and poems of action. Gift book bound in blue and gold, with numerous illustrations.

Book of Fairy Poetry. (Owen.)

Ballads and other Fairy Poetry of Merrie England from the days of the old poets and of peoples' ballads, to modern times. A delightful collection. The reading of it over and over again to children will give them a taste for real literature. Gift book. Wide margins. Clear print. Colored plates.

Robin Hood. (Perkins.)

Old English ballads of the bold outlaw and his merry-men, with colored pictures by Lucy Fitch Perkins.

Story-Telling Ballads. (F. J. Olcott.)

Seventy-seven English ballads. A feast of good things — romances, hero-tales, legends, knightly adventure, all related in stirring ballad measure. Illustrated by Milo Winter.

The Boy's Percy. (Lanier.)

The standard and best collection for young people, selected by Sidney Lanier from Bishop Percy's "Reliques of Ancient English Poetry."

Ballads retold in Prose

Book of Ballad Stories. (Macleod.)

Stories of Patient Griselda, the Blind Beggar's Daughter, Robin Hood, and other ballads. The author has retained much of the original language, transposing words in order to break the rhythm. Attractively illustrated.

Children's Tales from Scottish Ballads. (Grierson.)

Tales of Black Agnace, Thomas the Rhymer, Sir Patrick Spens, the Wizard Michael Scott, and other heroes and heroines of Scottish song. Interesting story-book, and useful to the story-teller. Colored illustrations.

Merry Adventures of Robin Hood. (Pyle.)

Howard Pyle has done for the Robin Hood legends what Hawthorne did for the classic tales; he has made his material over into a literary work peculiarly his own, and he has added another classic to the children's shelves. The book is illustrated by the author.

Old Ballads in Prose. (Tappan.)

Charming, simple renditions of such ballads as "Saddle to Rags," "Willie Wallace," "Catskin," "Patient Annie," "Earl Mar's Daughter," and "The King and the Miller of Mansfield." Useful for story-telling.

Stories from Famous Ballads. (Greenwood.)

Inexpensive volume of romantic stories edited by Caroline Burnite.

Stories of Guy of Warwick. (Marshall.)

Adventures of the brave knight, Guy of Warwick, who

fought nobly in the cause of glory and of God, and in the service of his Lady, Phyllis, defending the weak and helpless. It breathes the spirit of the best mediæval romances. A small book with colored pictures, pretty cover, and attractive type-page.

Story of Beowulf

Beowulf. (Child.)

Beowulf with the Finnesburh Fragment.

Mighty Men from Beowulf to William the Conqueror. (Farjeon.)

Beowulf and Grendel, Attila the Hun, Hengist and Horsa, Ogier the Dane, and King Olaf are some of the characters in these brief tales, told with vigor.

Stories of Beowulf. (Marshall.)

The Anglo-Saxon saga retold in simple and excellent English. Heroic qualities are emphasized. Colored pictures.

Stories of Siegfried and other Northern Heroes

Grettir the Strong. (French.)

The tragedy of this famous Icelandic outlaw retold from Morris's version. Vivid, well told, and shows the operation of tribal laws.

Heroes of Iceland. (French.)

Adapted from Dasent's "Story of Burnt Njal." May be used to introduce young people to Morris's and Magnússon's "Heimskringla."

Stories from Wagner. (McSpadden.)

Wagner drew much of his material for "The Nibelungen Ring" from both the "Volsunga Saga" and the "Nibelungenlied." The stories are retold in straightforward,

vigorous English. Inexpensive version. Contains also stories of other Wagner operas.

Story of Siegfried. (Baldwin.)

The best rendition for children of the Siegfried legends, based on the "Eddas," the "Volsunga Saga," and the "Nibelungenlied." Interesting and useful to the story-teller.

Story of Frithiof

Frithiof's Saga. (Tegnér.)

A popular translation is by Holcomb, and selections from the saga are charmingly translated by Longfellow under the titles "Frithiof's Homestead," "Sledge-Ride on the Ice," "Frithiof's Temptation," and "Frithiof's Farewell."

Northland Heroes. (Holbrook.)

Stories of Frithiof and Beowulf very much condensed and simplified. Inexpensive.

Stories from the Kalevala

Sampo. (Baldwin.)

Hero adventures from the Finnish Kalevala, told in prose by the author of "The Story of Siegfried."

Stories from Persian Romance

Sohrab and Rustum. (Arnold.)

The famous poem by Matthew Arnold. Good to read aloud.

Stories of the Persion Heroes. (Wilmot-Buxton.)

An imaginative and well-written rendition. Another good version is the "Story of Rustem," by E. D. Renninger.

Tales of the Persian Genii. (F. J. Olcott.)

Drawn partly from the "Delight of Hearts," by Bark-

hurdár bin Mahmúd Turkman Faráhí, and the Bagh O Bahar of Mir Amman of Dihli, and also from the old book, "Tales of the Genii."

Stories of the Cid, and Amadis of Gaul

A Knight Errant. (Davidson.)

Story of Amadis of Gaul retold from Southey's translation. Attractive cover, and colored pictures by H. M. Brock.

Ancient Spanish Ballads. (Lockhart.)

Stirring translations, including the ballads of the Cid. Good to read aloud.

The Story of the Cid. (Wilson.)

Prose tales telling of the valiant deeds of the Cid Campeador.

Some Celtic Heroes and Heroines

Island of the Mighty. (Colum.)

Based on the Welsh Mabinogion, translated by Lady Guest. King Arthur and his Knights ride through these pages overcoming evil things and rescuing fair damsels in distress. The Mabinogion lacks the color and romance of the Malory legends of King Arthur. Mr. Colum has overcome this in part by omitting some uninteresting matter.

Poems of Ossian. (MacPherson.)

Weird, poetic tales of Fingal and other heroes. Read aloud to young people.

The Boy's Cuchulain. (Hull.)

A romantic retelling of Irish hero legends.

Wonder Smith and His Son. (Young.)

Fragments of an Irish Hero Cycle, gathered from the Irish peasants by Ella Young, and told in vigorous

poetic prose with Celtic turns of expression. Will be enjoyed by imaginative boys and girls.

Stories from Spenser

Faërie Queene. (Spenser.)

The versions of Macleod and Royde-Smith may be used to prepare the children to enjoy this poem.

Stories from the Faërie Queene. (Macleod.)

A close prose rendering of the original poem. Illustrated and attractive. Less expensive than "Una and the Red Cross Knight."

Una and the Red Cross Knight. (Royde-Smith.)

Retold in charming prose. Bits of the original poem are woven into the stories. Illustrated gift book.

Stories from Chaucer

Canterbury Tales. (Chaucer.)

Modern English paraphrase.

Stories from Chaucer. (McSpadden.)

One of the best prose renderings of Chaucer. Parts of the original poems are woven into the narratives.

Tales of the Canterbury Pilgrims. (Darton.)

Retold from Chaucer, Lydgate, and others. English vigorous. Spirited illustrations by Hugh Thomson. Stories retain much of Chaucer's optimism, humor, and gentle courtesy.

Legends of King Arthur

Idylls of the King. (Tennyson.)

These poetic and ethical versions of the King Arthur legends should be read aloud after the children have enjoyed the rendition from Malory and Howard Pyle's stories.

King Arthur Series. (Pyle.)

Four volumes giving the history of King Arthur and the Knights of the Round Table. Their order is, "Story of King Arthur," "The Champions of the Round Table," "Sir Launcelot and his Companions," "The Story of the Grail and the Passing of Arthur." Treatment strong and unsentimental. Follow with Tennyson's "Idylls of the King."

The Boy's King Arthur. (Lanier.)

Edited from Sir Thomas Malory's "Morte d'Arthur." This is the standard edition for young people. A very handsome edition is illustrated by N. C. Wyeth. A more popular edition, also based on Malory, is Macleod's "Book of King Arthur and his Noble Knights." The latter is well illustrated and attractive. A cheap rendition, short and not so interesting, is that of Stevens and Allen.

Legends of Charlemagne and His Paladins

Song of Roland. (Butler.)

English prose translation of this famous French song.

Stories of Charlemagne. (Church.)

And of the twelve peers of France. A stronger but less poetic version than Baldwin's "Story of Roland."

Stories of Childe Roland. (Marshall.)

Short Stories. Treatment romantic and style picturesque. Colored illustrations. For younger children than the renditions by Baldwin or Church. Popular and inexpensive.

Story of Roland. (Baldwin.)

A prose version which with poetic spirit treats of the adventures and exploits of Roland, Oliver, Reinold, and Ogier the Dane.

Virgil.

Æneid. (Virgil.)

The rhymed version of Conington may be used, or the translation into blank verse by Cranch.

Stories from the Æneid. (Havell.)

Well rendered and interesting. Illustrated.

Homer

Iliad. (Homer.)

Two good translations for use with young people are that of Bryant translated into blank verse, and the prose version of Lang, Leaf, and Myers.

Odyssey. (Homer.)

Bryant's translation in blank verse, and the prose version by Professor Palmer.

Stories from Homer. (Church.)

With twenty-four colored illustrations from designs by Flaxman. The best one-volume edition of tales from the Greek epics. Also published in more extended form, in two volumes, under the titles "Story of the Iliad," and "Story of the Odyssey." Another excellent illustrated two-volume edition of the tales is that prepared by Professor Havell.

Story of the Golden Age. (Baldwin.)

Legends showing the causes of the Trojan War, ending where the Iliad begins. Delightfully retold.

Tales of Troy and Greece. (Andrew Lang.)

In rhythmic quick-moving prose Lang recounts the adventures of Ulysses, the siege of Troy, and the doings of Greek heroes. He has welded together scattered fragments of Greek myth, epic, and legend, giving them a

rich background, historical and archæological. For older boys and girls, especially those who are studying the classics.

Miscellaneous Stories from Old Romances

Book of Romance. (Andrew Lang.)

Stories of King Arthur, Robin Hood, Wayland the Smith, and other heroes. Many pictures. Uniform with the "Colored Fairy Books.' Companion volume is "Red Book of Romance."

Seven Champions of Christendom. (Cartwright.)

Adventures of St. George, St. Denis, St. James, St. Andrew, St. Patrick, and others. How they conquered pagans, rescued distressed damsels, and rid the world of necromancers, dragons, giants, and other evils. Retold in quaint English from "The Famous Historie of the Seven Champions of Christendom" written in the sixteenth century.

Stories from Don Quixote. (Havell.)

A dignified and most interesting volume of selections from this work. Well worth placing in the hands of every young person. Another good version for younger children is that edited by Judge Parry and illustrated in color by Walter Crane.

Stories from Old French Romance. (Wilmot-Buxton.)

Charlemagne legends, and stories from such French romance as "Aucassin and Nicolette," "Constans the Emperor," and "William and the Werewolf."

Tales from the Alhambra. (Irving.)

A most attractive selection from these romantic tales, edited by Josephine Brower, and illustrated by C. E. Brock. Good to read aloud. May be followed by "The Alhambra," with illustrations by Pennell.

Wonder-Book of Old Romance. (Darton.)

A gift book. Illustrated by A. G. Walker, and telling in delightful fashion the stories of "William and the Werewolf," "King Robert of Sicily," "Sir Cleges and the Cherries," "King Horn," "Guy of Warwick," and other tales not usually included in collections for children.

CHAPTER X

POETRY AND RHYMES

"And first, truly, to all them that, professing learning, inveigh against poetry, may justly be objected, that they go very near to ungratefulness to seek to deface that, which, in the noblest nations and languages that are known, hath been the first light-giver to ignorance, and first nurse, whose milk by little and little enabled them to feed afterwards of tougher knowledges."
— Sir Philip Sidney.

IT may have occurred to the reader that in previous chapters undue stress has been laid on the ethical and æsthetic content of folk-story and song, and little or nothing said of that important thing — literary form. This omission is not because the writer thinks form of no consequence, but because in the early education of children the character of the ideas implanted is most important. Form is but a means to an end. It may make gracious the message it conveys. Ideas or suggestions presented in weak or uninteresting style, and in prosy or limited vocabulary, lose their force and fail to make the desired deep impression on the mind. Ungrammati-

cal or otherwise incorrect English helps to destroy a child's taste, and accustoms him to language that will, in its turn, weaken his powers of expression.

Harmony of expression, fine or noble language, not only satisfy taste but stir thought to action, and often to imitation; this is notably true of the effects of poetry. An interesting proof of this may be found in the early compositions of many poets whose first efforts, consciously or unconsciously, are direct, though sometimes weak, imitations of favorite authors who impressed themselves on the minds of the young enthusiasts. We have already seen that Masson finds in Milton's early writings evidences of the influences of Du Bartas, Spenser, and other poets, and that Milton began to compose at the age of ten. Burns, writing of his own early reading, and referring to a volume of English songs, says: "The collection of songs was my *vade mecum*. I pored over them, driving my cart, or walking to labor, song by song, verse by verse, carefully noting the true, tender, or sublime, from affectation and fustian. I am

convinced I owe to this practice much of my critic-craft, such as it is."

To this point writes Stedman: "One poet's early song, for example, has closely echoed Keats; another's, Tennyson; afterward, each has given us a motive and a method of his own, yet he was first as much a pupil of an admirable teacher as those widely differing artists, Couture and Millet, were pupils of Delaroche. Still another began with the Italian poets, and this by a fortunate chance — or rather, let us say, by that mysterious law which decrees that genius shall find its own natural sustenance. In time he developed his own artistic and highly original note, with a spirituality confirmed by that early pupilage."

And in the ranks of more ordinary mortals, who has not, in the enthusiasm of youthful literary aspirations and idealism, modeled his early efforts after some master poet, novelist, or dramatist? And weak though the resultant compositions may have been yet those masters exerted an influence upon the tastes of their neophytes, and possibly

urged them on to more ambitious expression.

The educational function of poetry as a formative of style and expression is therefore important. Its appeal to a child's native sense of rhythm, and to his delight in ethically and æsthetically clothed thought, proves beyond question that poetry is an essential factor in a child's mental development. The evolution of his taste in verse is interesting educationally as a concrete expression of the gradual unfolding of a child's literary taste following the growth of his inner life. We note, through changes in taste, that gradual transition from the play-life of early childhood — the self-unconscious period, during which a child projects himself into the state or life of objects and living things around him — to that stage of more mature self-contemplation when "shades of the prison-house begin to close upon the growing boy."

This growth manifests itself first through the love of nursery rhymes, which develops early into an appreciation for other forms of

poetry and rhyme; for the rhymed proverb and fable; the moral tale in verse, as exemplified by the Lambs, the Taylors, the Carys, and Dr. Hoffmann; the songs of play-life, such as those of Lucy Larcom, Eugene Field, James Whitcomb Riley, and Robert Louis Stevenson; and verses of fancy, the best examples of which may be found in "Songs of Innocence," by William Blake, and in the poems of William Allingham.

Then comes the period of intense absorption in romantic verse, including ancient ballads, modern imitations, and such poems as Longfellow's "Hiawatha," "Tales of a Wayside Inn," and "Evangeline"; Tennyson's "Sir Galahad," "Lady of Shalott," the "Idylls of the King"; Scott's "Marmion," "Lady of the Lake," and other poems; and last, but not least, the fanciful or plaintive song and lyric.

If the love of poetry is nourished to that point where it is no longer merely a phase of the sentimental or emotional side of youth, but has become a part of the inner life of the individual boy and girl, the young people

will pass enthusiastically to the enjoyment of Keats, Shelley, Moore, and other poets, whose strongest appeal is to youth. All of which reading will prepare the way for the riper appreciation of such philosophic poets as Milton, Dante, and Wordsworth.

To derive the keenest pleasure from poetry it should be read aloud. An occasional poetry-hour may liven the regular reading programme. It is best to read at first from good collections. This insures a catholic taste and a knowledge of many poets. "The Posy Ring" may be followed by Repplier's "Book of Famous Verse," and "Golden Numbers" by Palgrave's "Golden Treasury" or "The Oxford Book of English Verse." If preferred, after finishing "The Posy Ring" and the "Book of Famous Verse," one may read from the poets Longfellow, Whittier, Bryant, and Tennyson. Some children are eager to memorize and recite, and any of the volumes listed below offer good material for this purpose.

BOOKS OF POETRY AND RHYMES

(For other books of poetry see Easy Reading, page 78, Ballads, Epics, and Romances, page 149, Religious Books,

page 332. For editions, publishers, and prices, see Purchase List of Children's Books, page 343.)

Collections

Book of Famous Verse. (Repplier.)

A collection that is especially fine for boys. Contains martial songs, ballads, story-telling poems, as well as many short lyrics and rhymes.

Book of Verses for Children. (Lucas.)

About two hundred old proverbs, nonsense rhymes, old-fashioned story-telling poems, and other verses. Illustrated by Bedford. May be read after Mother Goose.

Boys' Book of Verse. (Fish.)

A collection of poems — famous ones and new as well — to stir a boy's nobility. Recommended for boys by Franklin K. Mathiews, Chief Scout Librarian, Boy Scouts of America. More appealing to the higher emotions than are most collections of poetry for boys.

Come Hither! (De la Mare.)

With unique, exquisite taste, de la Mare has made this large collection of verse mostly lyrical, to delight old and young.

Girls' Book of Verse. (Davis.)

A real treasury of old and new verse. Dorothy Canfield says of it, in her introduction, "Poems to touch any one of the infinite variety of girl temperaments, and to interest any one of the infinite variety of girl moods and phases." The poems have been tested by their compiler, a children's librarian.

Golden Numbers. (Wiggin and Smith.)

This and its companion volume "The Posy Ring" are collections of song and verse selected for their literary

quality as well as for their appeal to children and young people. Contain many poems not usually found in other anthologies. The arrangement is original and fanciful. "The Posy Ring" should be read first.

Golden Treasury. (Palgrave.)

Every older boy or girl should be familiar with this classic collection of English sonnets, lyrics, and songs. Acquaintance with this book alone will form a taste for the best of poetry. Another fine and more general collection is "The Oxford Book of English Verse," edited by Quiller-Couch.

Home Book of Verse for Young Folks. (B. E. Stevenson.)

A comprehensive collection of poems of all kinds suitable for different ages of childhood. Selected with literary appreciation.

Poems of American Patriotism. (Brander Matthews.)

Daring, thrilling ballads and other verses illustrating different periods of United States History. Handsome gift volume, with pictures in color by N. C. Wyeth. Dr. Matthews's name gives high authority to this collection.

Rainbow Gold. (Teasdale.)

A truly individual delightful selection, made with literary taste and to please children. Not a large collection. A gift book.

Story-Telling Poems. (F. J. Olcott.)

Poems of all kinds with stories to tell. Classed under Deeds of Right and Wrong — Fairies, Magic, and Mystery — Jolly Rhymes and Poems — Sad Poems — Historical Legends and Stories — Sacred Stories and Legends.

St. Nicholas Book of Verse. (M. B. Skinner and J. O. Skinner.)

Verses jolly and happy, from the volumes of "St. Nicholas."

St. Nicholas Christmas Book.

Stories and verses selected from the volumes of "St. Nicholas Magazine." Attractive cover. Fanciful and charming illustrations. For young children.

The Book of Christmas. (Mabie.)

Songs, essays, short stories, legends, and descriptions of Christmas festivities in other lands and ages. Literary in tone. Charmingly bound. For young people and adults. Another Christmas collection, a charming gift book for younger children, is Dier's "Children's Book of Christmas."

Children's Own Poets

Ballads for Little Folk. (Alice and Phœbe Cary.)

Verses about farm life, playmates, flowers, insects, and animals. Popular with little children. Illustrated.

Child's Garden of Verses. (Stevenson.)

With twelve full-page pictures in color and pen and ink, by Jessie Willcox Smith. Gift book. For little folks' edition, see page 85.

Childhood Songs. (Larcom.)

Many poems of domestic and play life. Forty-three illustrations.

Child Verse. (Tabb.)

Lyrics both gay and grave. Delicate and tender in tone. For children and adults.

Little-Folk Lyrics. (Sherman.)

Fanciful verses, and songs about flowers and birds. Illustrated.

Nonsense Books. (Lear.)

Ruskin says: "Surely the most beneficent and innocent of all children's nonsense books yet produced is the 'Book of Nonsense,' with its corollary carols, inimitable and refreshing, and perfect in rhythm. I really don't know any author to whom I am half as grateful for my idle self as Edward Lear." "The Nonsense Books" come bound in one large volume, with original illustrations by Mr. Lear; also in three separate volumes, most delightfully illustrated by L. Leslie Brooke.

Original Poems. (Ann and Jane Taylor.)

Such poems as "Meddlesome Matty," "Greedy Richard," "The Little Boy who made himself Sick," "The Wasp and the Bee," and many other moral rhymes. Contains also a few verses by Adelaide O'Keeffe. Fanciful pictures by Bedford. Another edition of selected verses, called "Little Ann, and Other Poems," is delightfully illustrated by Kate Greenaway.

Pocketful of Posies. (Brown.)

Pretty, childlike verses about such wonders as "The Pummy and the Wicked Gluglu Bird," "An Adventure in Cookie Land," and "The Fate of a Greedy Pincushion."

Poetry for Children. (Charles and Mary Lamb.)

The "gentle Elia" and his sister wrote quaint moral verses for children. Some of the verses are "The Boy and the Skylark," "The Magpie's Nest," "Choosing a Name," "Cleanliness," and "The Broken Doll."

Rhymes of Childhood. (Riley.)

Also, "Book of Joyous Children." Two volumes of fun, mischief, and humor, told in rhyme that delights children. Contains, among other things, "The Dream March," "The Boy Patriot," "Nine Little Goblins," "The Old Hay-Mow," "The Man in the Moon," and other rhymes of the "Raggedy Man."

Rose Fyleman's Fairy Book. (Fyleman.)

Lilting and fanciful, with childlike quality. The colored plates picturing this collection from Rose Fyleman's other books are delicate in color and full of fairy charm. Large gift volume.

Sing-Song. (Christina Rossetti.)

Short lyrical verses, with much poetic quality. Tender and fanciful. Many pictures.

Songs of Childhood. (De la Mare.)

Verses and ballads for grown-ups and for children, too. His other volumes of poems for children are, "Peacock Pie," "Child's Day," and "Down-Adown-Derry, A Book of Fairy Poems." Walter de la Mare's verses are poetical and whimsical. Children of literary taste will enjoy hearing them read.

Songs of Innocence. (Blake.)

Imaginative songs of nature and child life. Contains also poems of pathos and religious sentiment. No poet surpasses Blake in his power to enter into the fresh, spontaneous joy of little children. Some of his poems are "The Lamb," "Spring," "Infant Joy," and "The Laughing Song."

Stories and Poems for Children. (Thaxter.)

Poems of nature, especially of the seaside. Literary in quality and childlike. Contains also pretty stories. Some of the poems are "The Sandpiper," "Piccola," and "King Midas."

Sundown Songs. (Richards.)

Merry rhymes for very little people who enjoy Mother Goose.

When Life is Young. (Dodge.)

Rhymes and jingles, with pictures, humorous and fanciful. Originally published in "St. Nicholas Magazine."

With Trumpet and Drum. (Field.)

Also, "Love-Songs of Childhood." Both volumes contain delightful childlike verses, some of which are "The Duel," "The Sugar-Plum Tree," "The Shut-Eye Train," "Little Blue Pigeon," and "Wynken, Blynken, and Nod." A selection of the best verses is published under the title. "Lullaby-Land," and is illustrated by Charles Robinson.

Some Poets who appeal to Young People

(Favorite poems selected from the poets listed below may be found in anthologies such as "Golden Numbers," "The Golden Treasury," and "The Oxford Book of English Verse.")

Cruise of the Dolphin, Baby Bell, and Other Prose and Verse. (Aldrich.)

Some of the verses are "Alec Yeaton's Son," "Friar Jerome's Beautiful Book," and "Ode on the Unveiling of the Shaw Memorial."

Golden Book. (Coleridge.)

Contains, among other things, "The Rime of the Ancient Mariner," "Christabel," and "Kubla Khan."

Grandmother's Story of Bunker Hill Battle, and Other Poems. (Holmes.)

Contains, among other things, "The Flower of Liberty," "The Chambered Nautilus," "The Ballad of the Oysterman," "The Wonderful One-Hoss Shay," and "Old Ironsides."

Hermann and Dorothea. (Goethe.)

English translation by Frothingham.

Hesperides, and Noble Numbers. (Herrick.)

Songs and lyrics.

Lalla Rookh. (Moore.)

An Oriental romance, into the plot of which are woven thrilling story-telling poems; some of which are "The Veiled Prophet of Khorassan," "Paradise and the Peri," and "The Fire-Worshippers."

L'Allegro and Il Penseroso. (Milton.)

Lays of Ancient Rome. (Macaulay.)

Horatius, and other heroic poems.

Lays of the Scottish Cavaliers. (Aytoun.)

Among the lays are "The Execution of Montrose," "The Heart of the Bruce," "The Burial-March of Dundee," and "The Widow of Glencoe."

Lochiel's Warning, and Other Poems. (Campbell.)

Ode: Intimations of Immortality, and Other Poems. (Wordsworth.)

Among the poems are "We are Seven," "Lucy Gray," and "To a Skylark."

Poems. (Keats.)

Includes, among other poems, "The Eve of St. Agnes," "Ode on a Grecian Urn," "Ode to a Nightingale," "Isabella," "Endymion," and "Hyperion."

Poems. (Longfellow.)

The children's favorite poet. Among the most popular of his poems are "Hiawatha," "Tales of a Wayside Inn," "Evangeline," "The Psalm of Life," "The Wreck of the Hesperus," and "The Skeleton in Armour." A dainty edition of "Tales of a Wayside Inn" is issued in the Riverside Holiday Series. A fine holiday edition of "Hiawatha" has pictures by Remington and Wyeth. "The Children's Own Longfellow" is a delightful collection of favorite poems with colored pictures. While the

Cabinet Edition of the "Complete Poems" of Longfellow is compact and handy for the young folks' own library.

Poems. (Scott.)

The poet-romancer. The most popular of his long poems are "The Lady of the Lake," "The Lord of the Isles," "Marmion," and "The Lay of the Last Minstrel."

Poems. (Tennyson.)

Among his poems most enjoyed by young people are "The Idylls of the King," "The Princess," "Maud," and "Locksley Hall"; also the shorter poems, "The Lady of Shalott," "Sir Galahad," "The Day-Dream," "The Brook," "Lord of Burleigh," "Lady Clare," and "The Charge of the Light Brigade."

Poems. (Whittier.)

Includes, among other things, "Ichabod," "The Tent on the Beach," "Skipper Ireson's Ride," and "Telling the Bees."

Poems and Songs. (Burns.)

Selections including "Mary Morrison," "To a Mountain Daisy," "John Anderson," and "Highland Mary."

Selected Lyrics. (Shelley.)

Includes "The Indian Serenade," "Ode to the West Wind," "Ozymandias," "To a Skylark," and other poems.

Selected Poems. (Byron.)

Including "Childe Harold," and "The Prisoner of Chillon."

Selected Poems. (Schiller.)

Translated by Bulwer-Lytton.

Songs and Lyrics. (Heine.)

Thanatopsis, and Other Poems. (Bryant.)

Includes, among other things, "The Death of the Flowers," "The Planting of the Apple-Tree," "The Return of the Birds," "Robert of Lincoln," "Song of Marion's Men," "To the Fringed Gentian," and "To a Waterfowl."

The Blessèd Damozel. (Rossetti.)

The Vision of Sir Launfal, and Other Poems. (Lowell.)

A few of the other poems are "Commemoration Ode," "An Indian-Summer Reverie," "The First Snow-Fall," "The Changeling," and "The Foot-Path."

Song-Books with Music

(For other Song-Books, see page 70.)

Alice in Wonderland Song Book. (Carroll.)

Music by Broadwood, colored pictures by Folkard.

Christmas Carols, and Hymns. (Dann.)

Another inexpensive and excellent edition is Tomlin's "Christmas Carols, Ancient and Modern." For other books of hymns, see page 334.

Dutch Folk-Songs. (Bos.)

The famous song of the Dutch Patriots, 1626, "The Prayer of Thanksgiving," and other folk-songs of Holland, with music.

Kindergarten Chimes. (Wiggin.)

Songs and games composed and arranged for use with little children.

Mother Goose Melodies Set to Music. (Elliott.)

Simple melodies. Many pictures. Another Mother Goose Song Book is set to music by Sidney Homer.

National, Patriotic, and Typical Airs of All Lands. (Sousa.)

Old English Singing-Games. (Gomme.)

Ten well-known games with music and illustrations. Among the games are "King of the Barbaree," "Nuts in May," "Three Knights from Spain," and "Oranges and Lemons."

Pan Pipes. (Crane.)

Old songs set to music. Illustrated by the compiler Walter Crane.

St. Nicholas Songs. (Pratt.)

One hundred and twelve songs collected from "St. Nicholas Magazine," and set to music by thirty-two composers. Illustrated.

Songs Every Child Should Know. (Bacon.)

Songs of sentiment, patriotism, national hymns, and fanciful poems; accompanied by classic or other well-known music. Contains such familiar songs as "All Thro' the Night," "Annie Laurie," "Auld Lang Syne," "Bonnie Doon," "Battle Hymn of the Republic," and "Rule, Britannia." Another less expensive collection is Matthew's "Songs of All Lands."

Songs for Children. (Laura Bryant.)

This dainty square book with its orange cover and pretty little pictures, will delight any child, and be useful in home and school. Sight-singing songs and rote songs are included. Tunes and words selected from a variety of sources.

Songs of Childhood. (Field.)

Words by Eugene Field, and music by Reginald de Koven and others.

Stevenson Song-Book. (Stevenson.)

Words by Robert Louis Stevenson, and music by various composers. Companion volume to "Songs of Childhood."

CHAPTER XI

SOME CLASSICS AND STANDARDS

"A piece of literature is an organism, and should, therefore, be put before the scholar, no matter how young, with its head on, and standing on both its feet." — RICHARD BURTON.

"The importance of reading habitually the best books becomes apparent when one remembers that taste depends very largely on the standards with which we are familiar, and that the ability to enjoy the best and only the best is conditioned upon intimate acquaintance with the best." — MABIE.

IT is of course unnecessary to argue here for the educational values of fine prose literature or generally accepted standards, but the appended list of books offers for our consideration some interesting side-questions: Shall literature be given to children in condensed or adapted form? How much does the outward appearance of a book influence a child's taste? What place has the novel in a young girl's reading?

The first question is already partially answered in a preceding chapter, where is discussed the use of good renditions as a means of leading up to those pieces of literature which are beyond the immediate compre-

hension of children; and the pathway to which must be blazed, as it were, by literary guides.

In regard to such juvenile classics as "Robinson Crusoe," "Swiss Family Robinson," "Tom Brown," "Story of a Bad Boy," and "Heidi," there seems to be no good nor logical reason for adapting them for children's reading. Their very strength lies in their completeness. They become weak and insipid when rewritten or in any way diluted. These books, with the exception of "Robinson Crusoe," were written for children, and have been enjoyed complete by many a boy or girl; therefore, if any individual child cannot understand them, unless rewritten, he should wait until mature enough to enjoy them without adaptation. This same argument applies equally to most novels and other classics, which a child should wait to read until he can appreciate them in their original forms. Collections of excerpts from novels are not in the same category with adaptations. Many a boy or girl has been drawn by fascinating selections to the read-

ing of novels from which the extracts were taken. Excerpts do not take the place of their originals; they lead to them.

The outward form of a book, its effect on the eye, has much to do with arousing or depressing a child's interest in it. The writer has made many experiments which help to prove this fact. The placing on the shelf of the public library of a classic in textbook or other dull cover, and printed in small, close-set type, insures that the classic will carry out the saying: "Be good and you'll be lonesome." It is rarely stolen, and rarely worn out; two proofs of unpopularity. But place on the shelf the same work in a gayly covered edition, illustrated in color, printed in clear attractive type, and, presto! the book disappears legitimately or otherwise. And often a child who reads this attractive volume will tell other children about the story, and, behold, the formerly despised, homely volume becomes fashionable.

A child's idea of an attractively bound book is not according to the æsthetic taste of the literary connoisseur. The book that

fills a child with keen longing to read or to own it for himself, and which frequently induces him to steal from the library shelves, is the one with a bright cover — red preferably — illustrated with story-telling pictures, and rich with gilding. A classic in such guise can well hold its own against the highly decorated modern juvenile that drives the text-book-covered classic into humble shadow. Little books, "pocket editions," have such a fascination for small children that hundreds of "Peter Rabbits," "Benjamin Bunnies," and "Little Girl Blues" vanish yearly from the library shelves. Many libraries, nowadays, keep these pigmy beings under lock and key, lending them only to highly respectable infants.

Titles, too, have much to do with the popularity of a book. A boy will fight shy of "Baby Elton, Quarter-Back," and "The Calico Cat"; both titles suggesting infantile literature; and a child will often ask for a book by titles which most refreshingly show how sounds or ideas please; some such titles, gathered from one children's library

department, are: "A Book of Christian Giants," "Rebecca on Sunny Jim's Farm," "The Pound of Flesh Book," "How to Keep it When You Get it," "A Biblical Version of the Old Testmony," "St. Nicholas on a Crow," "Kate Douglas Wiggin in the Cabbage Patch," "Sapolio at St. Helena," "A Preserved Basket of Hounds," "Longleg's Poetry," "Dog Quicksey," "Hans Andersen's Christian Fairy Tales," and "Jack on the Cornstalk."

We now come to the really serious and much-discussed question — the love-story for the young girl. As soon as she outgrows juvenile books she plunges into the reading of full-fledged novels. In this she is following a natural and beautiful instinct. All she needs is guidance, and to be restrained from reading the painful, degenerating novels of the day. She should be taught that it is not the reading of the latest fiction that makes an educated woman, but the reading of books that build character or lead to wholesome thought, whether these books are newly published or hundreds of years old. She should

be kept as long as possible in the high realm of romance into which her natural instincts, if encouraged, will lead her, so that, when judgment is mature, she may return thence "trailing clouds of glory" from the world of romantic ideals, which will help her to meet in a nobler and truer fashion the problems of practical life.

Faithfulness to one princess, as a moral standard, is the theme of many of the best myths and fairy stories. The Cupid and Psyche tale, with its hundreds of variants, deals poetically and forcefully with this type of loyalty. The prince's perseverance in the face of difficulties and dangers, in order to win his lady, forms the plot of many a favorite book. Much of the finest literature — poems, romances, and novels — deals with this subject. How, then, can the mistaken reformers of children's reading, successfully shut away from girls all references to love? They try to do this, claiming that the subject is beyond power of comprehension of young people. Surely this cannot be so, when one considers that the strongest natural instinct

of girlhood is a craving for romance and for a hero who by devotion and courage wins his bride. This instinct cannot be killed. It can be suppressed or perverted by bad reading, but it is as much a part of a girl as is her heart-beat. The growing girl is throwing out delicate mental and moral tendrils searching for romance on which to lean. If the best romance of literature is shut away from her she will read instead the feverish, sentimental novels. With what results? The girl's mind becomes filled with suggestions of treachery, jealousies, evil plots, and with wrong ideas of what marks a womanly girl or a gentlewoman.

There are many wholesome modern novels that appeal to the girl who is already lost in the dizzy mazes of the flashy magazine, or who looks forward eagerly to the latest best-seller by sensational writers. It is not practical to include a list of good popular novels in this volume, but the worker with girls may find wholesome books in the public library, that will help to break the yellow-novel reading habit.

The following list of books is not on the whole a popular one. It is prepared for those fortunate boys and girls whose parents or teachers have introduced them step by step to fine ennobling literature, and who are ready to take keen pleasure in stories that have character and strength. Of course Miss Alcott's books, "Treasure Island," "Robinson Crusoe," and a few other stories are always popular, and may be used to lead to the other books. A brief list of dramatic works and essays is added. The whole is merely suggestive, for any parent can continue to add indefinitely to this short catalogue of good things. "Alice in Wonderland," "Gulliver's Travels," and many other classics are listed with their subjects at the end of other chapters in this volume.

SOME CLASSIC AND STANDARD BOOKS

(For editions, publishers, and prices, see Purchase List of Children's Books, page 343.)

Children's Own Classic and Standard Stories

Being a Boy. (Warner.)

Delightful, humorous reminiscences of boy life on a farm. Illustrated with woodcuts.

Castle Blair. (Shaw.)

An Irish story, of which Ruskin writes: "It is good and lovely and true, having the best description of a noble child in it (Winnie) that I ever read; and nearly the best description of the next best thing — a noble dog."

Child Life in Prose. (Whittier.)

Short, varied stories with literary flavor, selected from such authors as Aldrich, Dickens, and Lucy Larcom. Gift book for children ten to twelve years old.

Cuore. (Amicis.)

The journal of an Italian schoolboy is made the excuse for recording stories told by the schoolmaster, which, together with incidents from school-life, make the book interesting to boys. The author embodies in this book his ideas on training the emotions. Ethics of every day are touched upon, and for the most part treated from a high moral standpoint. The book is marred, however, in two or three places where the author justifies untruth if it has a generous aim; and lightly treats cheating at school abetted by parents. Contains good stories to tell: "The Little Vidette of Lombardy," "The Sardinian Drummer-Boy," and "King Umberto." Translated from the Italian, and also published under the title "Heart."

A Dog of Flanders and Other Stories. (Ramée.)

The other stories are "The Nürnberg Stove," "In the Apple-Country," "The Little Earl." Attractive cover, and colored illustrations by M. L. Kirk. Also published, each story separately, in four attractive, inexpensive volumes. Good to read aloud. "Moufflou" is published separately.

Fairchild Family. (Sherwood.)

An old-fashioned, highly moral tale of the doings of three little children, who, the preface says, "were naughty and

good, happy and sorrowful, when George the Third was still on the throne; when gentlemen wore blue coats with brass buttons, knee-breeches, and woolen stockings, and ladies were attired in short waists, low necks, and long ringlets."

Faith Gartney's Girlhood. (Whitney.)

Also "A Summer in Leslie Goldthwaite's Life," "We Girls," "Real Folks," and "The Other Girls."

Forgotten Tales of Long Ago. (Lucas.)

A collection of tales from such quaint old writers as Maria Edgeworth, Jacob Abbott, the Aikins, Priscilla Wakefield, Peter Parley, and G. P. R. James. Delightfully illustrated by Bedford. Good to read aloud. Should precede Maria Edgeworth's "Parent's Assistant." The companion volume to this is "Old-Fashioned Tales," which contains among other things, Maria Edgeworth's "Purple Jar" and stories by Barbauld, Aikin, Lamb, and Catherine Sinclair.

Hans Brinker. (Dodge.)

A story of Dutch pluck and good will. Well written, and much liked by children. An edition with colored pictures by George Wharton Edwards, is issued in Scribner's Illustrated Classics. A cheaper edition is in Scribner's Series for Young People.

Heidi. (Spyri.)

Story of the Alps. Contains beautiful descriptions of Swiss scenery bright with the color of Alpine flowers and cool with the summer breezes blown from snow-clad mountain-tops. The Swiss characters are drawn with tender pathos, and little Heidi's nature is developed with skill and delicacy. It is a child's classic and should be read aloud to be fully enjoyed. Another charming book by the same author, though not so strong as Heidi, is "Moni the Goat Boy." A number of editions of "Heidi" are listed on pages 408, 409.

Jackanapes. (Ewing.)

An attractive edition is that illustrated by Caldecott. Among Mrs. Ewing's other well-known books are "Six to Sixteen," "Daddy Darwin's Dovecot," "Story of a Short Life," "Lob Lie-by-the-Fire," and "Mary's Meadow." Mrs. Ewing's tales appeal especially to girls between ten and twelve years of age. To be made popular the stories should be read aloud.

Little Robinson Crusoe of Paris. (Foa.)

A French child-classic translated by Julia Olcott. Little Robinson Crusoe with his Dog Friday is stranded in the Great City, and has many adventures. A fresh, pure tale, liked by children. It is said to be "one of the best dog-stories in literature."

Little Women. (Alcott.)

A story that, in spite of its lack of literary quality, has already become a part of children's literature. Miss Alcott not only presents high ideals, but she does so with frankness and common sense very convincing and wholesome. All her juvenile stories are good, but the best among them are "Little Men," "Under the Lilacs," "Jack and Jill," "An Old-Fashioned Girl," "Eight Cousins," "Rose in Bloom," and two collections of stories, "An Old-Fashioned Thanksgiving," and "Spinning Wheel Stories."

Men of Iron. (Pyle.)

Vigorous story of knighthood in the days of Henry IV of England. Manly in tone, exciting in incident, and, though it gives much historical information, not at all didactic. "Otto of the Silver Hand" is another story by the same author. It tells of adventures in the days of Rudolph of Hapsburg and of the feuds of the robber barons. Both books are illustrated by the author.

Mysterious Island. (Verne.)

Other popular books by this famous French author are

"Around the World in Eighty Days," and "Twenty Thousand Leagues under the Sea."

Nelly's Silver Mine. (Jackson.)

A story of a pioneer family's struggles in Colorado. Contains fine description of scenery, and much interesting incident. With colored pictures in the Beacon Hill Bookshelf.

Parent's Assistant. (Edgeworth.)

In spite of the old-school moralizing in these tales, children, especially girls, between ten and twelve years of age enjoy them very much. The best liked stories are "Lazy Lawrence," "Simple Susan," "Waste not Want not," and "Barring Out." An attractive edition is that with introduction by Austin Dobson, and illustrations by Hugh Thomson; it is published under the title "Tales from Maria Edgeworth."

Prince and the Pauper. (Twain.)

A semi-historical story of the time of the boy king, Edward of England. Very humorous and romantic. Good to read aloud.

Quest of the Four-Leaved Clover. (Laboulaye.)

This is an adaptation, not a translation, from the French story, "Abdallah." It tells of Arabian desert life, and of the noble and heroic deeds of a Bedouin Arab. Illustrated by Copeland, and adapted by W. T. Field. Good to read aloud.

Robinson Crusoe. (Defoe.)

Of this book D. G. Mitchell says: "If you should ever have a story of your own to tell, and want to tell it well, I advise you to take 'Robinson Crusoe' for a model." This classic, originally written for grown people, but now become the property of the children, is published in many editions, expensive and inexpensive. A reasonably priced edition with small type is published, containing

both parts of the story. A specially fine edition, with pictures by E. Boyd Smith, in the Riverside Bookshelf, contains part one; and another edition, also of part one, is that illustrated by the Rhead Brothers. A substantially bound handy edition of part first with colored pictures comes in the Washington Square Classics.

Story of a Bad Boy. (Aldrich.)

Mischief and fun of a New England village boy and his friends. Humorous, delightful, and thoroughly wholesome. Mr. Aldrich based this story on his boyhood life. With picture-cover and colored plates in Riverside Bookshelf.

Swiss Family Robinson. (Wyss.)

The very improbability of this tale makes it delightful. "They did sail in the tubs," says the *Spectator*, "and train zebras and ostriches for riding, and grow pines and apples in the same garden; and why shouldn't they? We never yet met the child whom this story did not fascinate." There are several translations of this. A well-bound edition comes in the Washington Square Classics. A nice edition but cheap, is in the Good Value Series.

Tom Brown's School Days. (Hughes.)

A book of noble purpose and boy interests. The author, besides writing a delightful story for boys, has written a most instructive one for parents and teachers. He shows Dr. Arnold's method of developing a boy's sense of responsibility and manly honor. To get a boy interested in the book, read aloud to him the chapters headed "The Fight," and "Rugby and Football."

Tom Paulding. (Brander Matthews.)

A boy's hunt for treasure in the streets of New York, and what he found in a most unexpected way. Published in "St. Nicholas," and then in book form. This story by

Dr. Matthews deserves a handsome holiday dress, which it has not.

Some Interesting Classic and Standard Novels for Young People

Charles O'Malley. (Lever.)

"Here is every species of diversion," writes Andrew Lang; "duels; steeple-chase; practical jokes at college (good practical jokes, not booby traps and apple-pie beds); here is fighting in the Peninsula. If any student is in doubt, let him try chapter xiv, of battle of Duoro. This is, indeed, excellent military writing."

Chronicles of Barsetshire. (Trollope.)

Including "The Warden," "Barchester Towers," "Framley Parsonage," "Dr. Thorne," "The Small House at Allington," "Last Chronicle of Barset."

Cloister and the Hearth. (Reade.)

This romance, giving strong pictures of mediæval conditions, should be read by every boy and girl. It may be followed with Von Scheffel's "Ekkehard."

Cranford. (Gaskell.)

There are two charming editions of this quaint story, one illustrated by Hugh Thomson, and the other with delicate colored pictures by C. E. Brock.

Dove in the Eagle's Nest. (Yonge.)

Story of the German robber barons. The most popular of Miss Yonge's novels. Other interesting books by the same author are "Unknown to History," "Chaplet of Pearls," and "Stray Pearls."

Egyptian Princess. (Ebers.)

Thrilling historical romance of ancient Egypt. "Uarda," also by Ebers, is a tale of Rameses II.

Ekkehard. (von Scheffel.)

A tale of the tenth century, which, like "The Cloister and the Hearth," gives fine, strong pictures of mediæval life.

Evelina. (Burney.)

This deliciously refreshing romance cannot fail to enthrall; and, like "Jane Eyre," it is a book that should be read in youth. Most appropriately illustrated by Hugh Thomson.

Henry Esmond. (Thackeray.)

Also, "The Virginians," "Pendennis," and "The Newcomes." "Henry Esmond" is illustrated by Hugh Thomson.

Ivanhoe. (Scott.)

The most popular of this great author's romances, all of which are fine reading for boys and girls; and, from an educational point of view, are the best of historical novels. Those volumes generally popular are "Quentin Durward," "The Talisman," "The Monastery," "The Abbott," "Fortunes of Nigel," "Kenilworth," "Anne of Geierstein," and "Woodstock." "Ivanhoe" is published with colored pictures in the Riverside Bookshelf. Comes with 16 colored illustrations in the International Classics. "Quentin Durward" also is published in the International Classics.

Jack Ballister's Fortunes. (Pyle.)

A story of Blackbeard the pirate. Vigorous character delineation. Illustrated by the author.

Jane Eyre. (Brontë.)

This brilliant, though somewhat sensational story should be read by every girl before she is seventeen; it then has fascination that is never forgotten. If read for the first time later in life, its objectionable features are apparent, which are unnoticed by a young girl.

John Halifax. (Craik.)

A fine though sentimental story of the evolution of a noble, simple "gentleman." Much enjoyed by young girls.

Last Days of Pompeii. (Bulwer-Lytton.)

Also, "Rienzi," and "The Last of the Barons."

Leatherstocking Tales. (Cooper.)

In their order they are "The Deerslayer," "The Last of the Mohicans," "The Pathfinder," "The Pioneer," "The Prairie." "The Last of the Mohicans" is illustrated in color by E. Boyd Smith. "The Deerslayer" and "The Last of the Mohicans," illustrated by Wyeth, come in Scribner's Illustrated Classics.

Les Misérables. (Hugo.)

Read with pleasure by some young people, especially the part called "Marius."

Lorna Doone. (Blackmore.)

A wholesome, vigorous story of strong John Ridd and the outlawed Doones of Bagworthy Forest, which has taken its place among the best of romances for young people.

Lysbeth, a Tale of the Dutch. (Haggard.)

A tale of Leyden during the Spanish tyranny. From cover to cover it grips the interest, with its rapid action, spies, lost treasure, courage, dangers, and escapes. From cover to cover it fills one with admiration for the endurance and nobility of the Dutch.

Marble Faun. (Hawthorne.)

Also, "Twice-Told Tales," "Mosses from an Old Manse," and "The House of the Seven Gables."

Moby Dick. (Melville.)

Powerful, absorbing sea tale relating the chase of the mysterious White Whale, Moby Dick. For older boys and men. In the Mead Schaeffer Series.

Nicholas Nickleby. (Dickens.)

Among his other books liked by young people are "A Tale of Two Cities," "David Copperfield," "Old Curiosity Shop," "Pickwick Papers," "Martin Chuzzlewit," "The Cricket on the Hearth," and "A Christmas Carol." The last book is issued with delicate colored pictures by Brock. "Pickwick Papers" and "David Copperfield," with original illustrations by Phiz, come in the Rittenhouse Classics.

Omoo. (Melville.)

Famous tale of the South Seas complete in itself, yet a sort of sequel to "Typee." In the Mead Schaeffer Series.

Our Village. (Mitford.)

English prose idyll published in two beautiful editions, one illustrated with one hundred pictures by Hugh Thomson, and the other with colored plates by C. E. Brock.

Picciola. (Saintine.)

Not a popular book, but a gentle, charming story of how a flower saved a young nobleman imprisoned by Napoleon in the Fortress of Fenestrella.

Pride and Prejudice. (Austen.)

Miss Austen is essentially the young girl's novelist. She is simple, forceful, and sane, though she deals with romance. Others of her books, equally delightful, are "Sense and Sensibility," "Northanger Abbey," "Mansfield Park," "Persuasion," and "Emma." All these volumes are published, with illustrations by C. E. Brock. Several of these are in the Rittenhouse Classics.

Ramona. (Jackson.)

Pretty tale of lower California which relates the love-story of Ramona and the Indian Alessandro. Much liked by young girls.

Romola. (Eliot.)

George Eliot is better suited to mature readers than to boys or girls. Some young people like "The Mill on the Floss," and "Silas Marner." "Romola" is interesting because of its picturesque and romantic setting, and its descriptions of the stirring times of Savonarola.

Scottish Chiefs. (Porter.)

The old-fashioned, popular, historical romance of which Gladstone writes: "'Scottish Chiefs,' and especially the life and death of Wallace, used to make me weep. This would be when I was about ten years old." The book is usually enjoyed by young people between fourteen and sixteen years of age. With colored pictures in Scribner's Illustrated Classics.

Stories for Children. (Topelius.)

Nine slim little volumes with quaint Old-World covers and woodcuts. Translated from the Swedish by Professor C. W. Foss. A medley of tales, some tender and gentle, others richly imaginative, and still others without interest to our children. A Swedish-Finnish child-classic.

Tales of Mystery and Imagination. (Poe.)

"Gold-Bug," and detective tales.

The Betrothed. (Manzoni.)

A historical romance translated from the Italian.

The Initials. (Tautphœus.)

Humorous and interesting novel of middle-class German life. Has much local color.

The Little Fadette. (Sand.)

Or "Fanchon the Cricket."

The Sundering Flood. (Morris.)

Also, "The House of the Wolfings." Two poetic prose tales which are delightful introductions to William Morris's other works. They expand the imagination by re-creating most vividly the ancient life of the Germanic people of Northern Europe.

Treasure Island. (Stevenson.)

The most popular of pirate stories. Many illustrations by Walter Paget.

Typee. (Melville.)

By the author of "Moby Dick." Romance, adventure, dangers, and escapes make this tale of the South Seas thrilling. In the Mead Schaeffer Series.

Vicar of Wakefield. (Goldsmith.)

Two fine editions of this classic are that illustrated by Hugh Thomson, and the one with pictures by C. E. Brock.

Westward Ho! (Kingsley.)

A historical novel written in Canon Kingsley's most vigorous English, and giving strong pictures of England and the "Spanish Main" in the days of Queen Elizabeth. It should be read by every boy. Two other interesting books by Kingsley are "Hypatia," and "Hereward the Wake." One fine edition of "Westward Ho!" is pictured by Thornton Oakley, and another is in Scribner's Illustrated Classics.

Wreck of the Grosvenor. (Russell.)

A stirring sea yarn that every boy should read. Illustrated in color by Mead Schaeffer.

Essays and Miscellanies

Essays. (Macaulay.)

Essays Every Child Should Know. (Mabie.)

A collection of such essays as "The Coverley Sabbath," by Addison; "A Dissertation on Roast Pig," by Lamb; "Cinders from Ashes," by Holmes; and "Marjorie Fleming," by Dr. John Brown.

Essays of Elia. (Lamb.)

Heroes and Hero-Worship. (Carlyle.)

Rab and his Friends. (Brown.)

Also "Marjorie Fleming."

Sayings of Poor Richard. (Franklin.)

Sesame and Lilies. (Ruskin.)

Sir Roger de Coverley Papers. (Addison and Steele.)

Sketch Book. (Irving.)

A volume of selections from the "Sketch Book" is delightfully illustrated by Caldecott, and published under the title, "Old Christmas."

Table Talk. (Hazlitt.)

Twelve Centuries of English Poetry and Prose. (Newcomer and Andrews.)

A most interesting and comprehensive collection. The material is grouped by periods, and includes extracts from such old literature as "Beowulf" as well as from the modern poetry of Robert Louis Stevenson. Strongly and artistically bound. A fine gift book for any boy or girl.

Varia. (Repplier.)

Also Miss Repplier's other volumes of spicy essays, including "Books and Men," and "Essays in Idleness."

Drama

Everyman, and other miracle plays.

Fairyland of Opera. (Pleasanton.)

Fifteen stories of the famous operas, simply told. Some of the operas are, "Aida," "Barber of Seville," "Carmen," "Faust," "Lohengrin," "Parsifal," "Madame Butterfly," and "Il Trovatore." All children should know stories of the operas. A gift book.

Opera Stories from Wagner. (Aiken.)

Charming for little folks. Relates in simple wording the story of "The Ring." With heroic pictures.

Plays. (Shakespeare.)

There is no finer gift for boy or girl than a good one-volume edition of the great dramatist, or, if preferred, a set of "Temple Shakespeares" bound in leather. The advantages of the set are that the individual volumes are inexpensive and one may be bought at a time; also, if wished, a selection of the plays may be made. If a selection is desired, the first plays that should be bought for a child's own bookcase are "Midsummer Night's Dream," "The Tempest," "As You Like It," "Merchant of Venice," "Twelfth Night," "The Winter's Tale," "Comedy of Errors," "Romeo and Juliet," "Taming of the Shrew," "Hamlet," "Julius Cæsar," "King John," "Henry IV," "Henry V," "Macbeth," and "King Lear." Good prose renditions of the plays are Lambs' "Tales from Shakespeare," Quiller-Couch's "Historical Tales from Shakespeare," which supplements Lamb; and a charming volume, called "The Children's Shakespeare." Told in prose by Alice Spencer Hoffman. Parts of the original plays are woven into the narratives.

Plays. (Sheridan.)

Includes, among other things, "The Rivals," and "The School for Scandal." These two plays are also published separately in two volumes, bound in red leatherette.

She Stoops to Conquer. (Goldsmith.)

Also, "The Good-Natured Man." Each play comes bound separately in red leatherette.

Stories of Famous Operas. (Guerber.)

Short prose tales giving the plots of such operas as "Faust," "Carmen," "Don Giovanni," "Martha," "Il Trovatore," "Cavalleria Rusticana," and "Le Cid."

Stories of the Wagner Operas. (Guerber.)

Plots of "Rienzi," "The Flying Dutchman," "Tannhaüser," "Lohengrin," "Mastersingers of Nuremberg," "Parsifal," and the operas of "The Ring."

CHAPTER XII

FICTION OF TO-DAY

"The first thing will be to have a censorship of the writers of fiction, and let the censors receive any tale of fiction which is good, and reject the bad. At the same time most of those that are now in use will have to be discarded." — PLATO.

"As Euripides is reported, when some blamed him for bringing such an impious and profligate villain as Ixion upon the stage, to have given this answer: 'But yet I brought him not off till I had fastened him to a torture wheel.'" — PLUTARCH.

IN the previous chapters we have seen how far a child's reading habit may be developed under intelligent and sympathetic guidance, and how he may be taught to discern between strong and weak literature. This task would be simple and sure if there were no forces at work destroying the foundations so carefully laid in the home. One of the destructive forces, as we have seen, is the easily reached supply of feverish and evil reading, which seduces a child through his natural craving for stories of wild adventure and for tales that excite the emotions.

These wide-awake, active tastes are perfectly normal and right; they need proper

food, that is all. A child projects himself into the experiences and emotions of the heroes and heroines of popular fiction. He thrills, toils, suffers, and triumphs with his favorite characters. His interest in these books is awakened not by his parents but by other children, or by personal examination of the books. This is his *private reading*, and its traditions are doled out by comrades, who in their turn gathered them from other children; in the same manner that games are handed on from one group or generation of children to another.

Thus this private reading is a matter between child and child; and boys and girls jealously guard their rights from interference by grown people, who, they think, and often with just cause, are the declared enemies of every book that is absorbingly interesting — or as boys say, is a "peach," "Jim Dandy," or "corking good." The illogicality of some parents is the source of much childish scorn, for these irate grown-ups confiscate, without examination, all paper-covered books, but present as Christmas gifts and Sunday-

School prizes, much the same stories bound in neat cloth covers. "Many a parent," says E. W. Mumford, "who would promptly take John out to the woodshed if he learned that the boy was collecting dime novels, himself frequently adds to John's library a book quite as bad."

So it remains that much of a boy's or girl's reading, according to the nature of things, will be done outside the immediate knowledge and influence of parents. This is as it should be, so long as the store of private reading, from which the children draw their books, is a clean and wholesome one. An easily accessible supply of bad books, and restrictions of any kind on the free reading of good ones, is a sure source of contamination to the children of a community.

"How can we, then, protect our children? How can we know what they are reading in private?" question anxious parents. The answer is, Shut off, by legislation if possible, all sources supplying weak or bad fiction; but *first see to it* that your community establishes a children's free library department,

no matter how small and modest. Let it be stocked with books selected by approved educational standards, and put no restrictions on the free use of books, excepting such rules as insure proper care of public property. If rules are made, even with the best of intentions, which restrict a child to one or two library books a week, the fast reader will finish his volumes in a short time, and during the rest of the week he will read stories borrowed from comrades, or bought from the news-stand.

If funds permit, put the department in charge of a children's librarian, pedagogically trained for that work, and who knows not only children's literature, but also the approved modern methods of introducing children to good reading. Let her conduct story-hours and reading-clubs, and encourage her to coöperate with both parents and teachers. Mothers' meetings, held monthly at the library for the discussion of children's reading, help to establish intelligent coöperation. A sunny, cheerful reading-room, equipped with low tables and comfortable

chairs, its walls lined with bookcases, five feet high, filled with interesting books — *good modern ones generously duplicated* — quickly becomes the natural rendezvous for the neighborhood children. They spend many hours in absorbed reading in their own comfortable quarters, which hours might otherwise be wasted in "riotous living" on the streets, or in reading yellow fiction in some secluded corner.

How far a public library may become an educational force in its own community may be seen by briefly tracing the pioneer work done by one of our large city libraries, supported by a generous public taxation. The city mentioned is an industrial one, teeming with foreigners from all nations. Many of these foreigners speak no English, and have no comprehension of the duties of an American citizen. Their traditions and habits are those of the countries from which they come, and of their own class in the social scheme of those countries. The only hope of that city lies in the "Americanizing" and in the intellectual emancipation of the chil-

dren of the foreigners. That city is Pittsburgh, Pennsylvania.

To help this cause some years ago the Carnegie Library of Pittsburgh established a comprehensive system of children's free libraries. There was at that time no system in any other city on which to model a department, nor were there any catalogues of juvenile books to serve as guides in selecting books for the shelves. It therefore fell to this new department to make a succession of original experiments in directing children's reading, and at the same time to evolve an organization fitted to its peculiar aims. It so far succeeded that, after fourteen years of painful effort, meeting unmentionable adverse conditions, it at last reached the point where, after a careful canvass of the needs of the city districts, it distributed its juvenile books through a compact organization, composed of two hundred and twenty-seven agencies in charge of a corps of carefully trained assistants, whose personality and education had much to do with the success of the work.

From the beginning the department met with the most earnest and cordial coöperation from school directors, teachers, playground officials, social workers, ministers, and from citizens interested in the welfare of the city. Without this aid it would have been impossible to evolve the system of children's libraries, for of the two hundred and twenty-seven agencies for the distribution of juvenile books only nine were under library roofs. The remaining two hundred and eighteen centres were housed in buildings belonging to educational, civic, social, and religious bodies, and also in commercial establishments and in homes; all of these giving quarters rent free, and often heat, light, and janitor service. Playgrounds, schools, settlements, bath houses, missions, and even tenements thus became centres for boys' and girls' "reading-clubs," and for the distribution of thousands of good books to the neighborhood children; and into remote alleys crept the "home libraries" in charge of librarians or social workers.

These fourteen years of experimentation

were not spent merely in devising a system, which, like a pipe-line, should cause to flow into the city homes a continuous stream of good juvenile books; but they were also given to minute and careful study of children's natural interests, to testing tastes with different classes of books, to evaluating juvenile literature from an educational standpoint, and to devising methods of drawing the attention of groups of children to good and varied reading. Thus was evolved the beginnings of a pedagogy of children's personal reading, and the facts gathered from this experimentation form to-day the basis of the laboratory work in this field of many libraries and schools throughout the country.

Two facts gathered from the work of this department are of immediate importance in the discussion of popular modern juvenile fiction: first, it is proved that many children, especially boys, who are given a chance to read good but exciting stories will of their own accord abandon the continuous reading of yellow fiction; second, that it is possible to

determine just what qualities go to make up the story that will adequately displace the nickel novel. It is not feasible to give here an account of the educational experiments conducted systematically by the children's librarians, but a few concrete examples will be sufficient for illustration.

At the time when this same children's department was first established, Pittsburgh was honey-combed, good and bad districts alike, with shops whose windows flashed with the red- and yellow-covered nickel novels, strung in alluring rows on strings across the window panes. These shops were almost the only source from which the children drew their reading. The present writer has visited many large cities, but nowhere has she seen the "nickel" so boldly flaunted as in the said city. There were also small shops where children not only bought "nickels," but rented them for a pittance. On one occasion the writer visited the cellar shop of a dealer in paper-covered books. The large room was piled with tons and tons of worn-out, torn, filthy "nickels," read to tatters by

children and young people. A menace to the moral health of that city!

But as children's free libraries were opened in certain districts, "nickels" disappeared from some shop-windows — from how many the writer cannot say, as no statistics were kept. Two shopkeepers informed the chief children's librarian that since the opening of the neighborhood library it did not pay to keep "nickels" in stock, as the children got free books from the children's reading-room. One shop carried for years a varied line of "nickels," paper-backed novels, and broadsides — "The Bartender's Ten Commandments," "Flirtation with a Handkerchief," "Flirtation with a Parasol," "Flirtation with Postage Stamps" — and also vulgar song, joke, and dream books. A few months after the opening of a branch library in the district the chief children's librarian called at the shop and found that the "nickels" and broadsides had vanished.

On one occasion a boy who lived in a district where there was no branch library walked a long distance to the central library

building to consult the children's librarian about the reading of his "gang." "We have," he said, "a library of one or two hundred volumes — 'nickels,' you know. We ain't greedy, we lend them to the girls. We'd have better things, but they cost too much." Needless to say that before the boy left the central library arrangements had been made for him to come as often as he wished and to take away as many books as he could carry home to his "gang." The library formed a "reading-club" of these boys, and placed it in charge of a sympathetic social worker.

A member of another "reading-club" of colored and foreign boys once said to the library leader in charge, "We boys would read better things than 'nickels,' but they come high." A principal sent to the library for some good fiction because his pupils were reading "nickels." The library sent a deposit of books carefully selected for the purpose, and in a few months the principal reported that the "nickels" had disappeared. It would be possible to give many other ex-

amples of this kind from the records of that institution, but these few incidents show what power a good and interesting book has, *if offered free*, to drive out evil reading.

The book that supplants bad ones has definite qualities. It pleases the eye; it is printed in large clear type, it has an uncrowded page with many paragraphs, and much conversation. It has pictures and, what is more important, a gay cover with a story-telling picture on it — the cover often makes the book's first and lasting impression upon a child. It has an exciting plot, rapid action, and plenty of "go" that sustains the readers' interest from cover to cover. It satisfies, in a less hectic fashion, a boy's delight in mystery, and his desire to chase something — be it cat, villain, or hero — and it inspires him to punish the man or woman with whom the author has put him out of sympathy. It is in just this last point that lies the chief difference between the teachings of the yellow story and good popular fiction. The author of the "nickel" takes his chief character from the "Tenderloin"

— the underworld — and holds him up as a hero oppressed by law; thus working on a boy's sense of admiration, and filling the lad with the generous but mistaken desire to protect the criminal, and possibly to emulate his deeds. This author trains criminals, not good citizens. But the author of the wholesome popular juvenile is on the side of justice and order, and throws his "spotlight" on a hero who upholds law, and is honorable. His villain, like Euripides's Ixion, is not allowed to leave the stage until he has been fastened to a torture-wheel.

The paper-covered novels are not the only harmful reading that fall into a boy's hands. There is a class of books, cloth-bound and respectable looking, that tell of "get-rich-quick" schemes, of promotion through trickery, favoritism, or accident — from newsboy to chief editor, from cabin-boy to captain, from yard-hand to railroad superintendent; — and all within a brief period without legitimate effort. Such promotions occur in life, but they are scarcely to be held up to the growing lad as a sure and

noble means of success. Other books of the same class, feverish and unwholesome, tell of lurid experiences in airship or motor, and of other adventures. There are many good modern juveniles to take the place of these books, and, if funds permit, the library should buy them in quantities.

The harmful juvenile books, not love stories, for girls are rarely printed in paper-back novel libraries, but come forward in the respectable dress of cloth cover, and often with the recommendation of a high price and a well-known author's name. These are the books that teach girls to judge character and actions by the amount of wealth and social distinction possessed by the heroine and her friends; to think more of dress than ideals, to gossip, slander, and deal each other petty blows; to be disloyal and even dishonorable; to think lightly of white lies, and of deliberate untruth told for an ostensibly noble purpose. Such books, like the little foxes that spoil the vines, destroy fine character even more quickly than do the stories that bear unmistakable marks of evil

and crime. Shoddy, sweetly sentimental stories are insidious in their undermining effects on a young girl's nature.

These stories are the survivals of the days when many a girl had little to do or to interest her in life outside her home walls. Hedged in by convention she moved in a meagre, shallow world, whose pervading ideas were a sweet invalidism, the care of the complexion, and laying plots at boarding-school. But to-day we have our athletic girl, camping, canoeing, golfing, and winning tennis tournaments; our business girl, in factory, shop, office, or in a professional school fitting herself for a career; our college or university girl, filled with altruistic desires to help in civic and social betterment. And with this change in a girl's ideals comes a corresponding change in the character of modern fiction written for her enjoyment. The new class of story is womanly and interesting, but not always strong; it has not yet reached its highest plane, where it can show girls in a convincing manner the close and perfect relation that should exist

between these new activities and home life. A few books that make the enrichment of the home the final aim of a womanly girl are included in the following lists.

Modern juvenile fiction is not by any means composed entirely of bait to decoy the young hopeful from bad reading. There are many fine, strong stories, some of which will doubtless take their places before long in any list of classic and standard fiction. These good books are listed in the first group of "fiction of to-day." Here, as in the lists of classic and standard fiction, may be noticed the omission of traditional books of "prunes and prisms" variety; they are left out because experience has proved that a modern child will not read "goody-goody," dry-as-dust books unless they are choked down his throat, as it were.

The books in the following lists are alive books — not selected by any ancient tradition, but chiefly because they contain elements that give pleasure to boys or girls. Not all the books are of equal merit, or of unimpeachable character if judged by the

highest standards. Some few of them come very close to the border line of sensationalism, and may be used as "stepping-stones" from the trashy reading to better things. They are merely samples of a host of other good and wholesome stories. The reader is warned, however, against drawing the conclusion that, because one book by any given author is recommended, therefore all his books are equally good; this is far from the case. An author may write one good book into which he has put the best of himself, and then produce rapidly a number of poorly written and possibly harmful stories that sell on the reputation of his first work. This is especially true of long "series" of stories. One volume sells the other, because the author is well known.

Good modern fiction, besides appealing to children's tastes, and having an ethical value, has also a practical educational side which should not be overlooked. Some stories deal with the lives of well-known men and women, and the histories of many countries; these, together with stories having local

color, fill the place of dry, matter-of-fact books of biography, history, and travel, and they sometimes induce children to further reading on the subjects treated. Through stories of home and play life, and of the daily experiences of everyday boys and girls placed in ordinary or unusual circumstances, children may learn vicariously how to meet emergencies with quick wit, fortitude, and courage. Stories that are intended to interest children in Nature are listed under chapter XIII — "Useful Books." And a discussion of the use of modern historical fiction may be found in chapter XII — "History, Biography, and Travel."

LIST OF MODERN FICTION FOR CHILDREN

(For editions, publishers, and prices, see Purchase List of Children's Books, page 343.)

Some of the Best Fiction for Boys and Girls

For Younger Children.

Adventures of Akbar. (Steel.)

Of little Prince Akbar of Delhi, his bravery, adventures, and escapes. Has Oriental atmosphere.

Binkie and the Bell Dolls. (Widdemer.)

Annabel's dolls, how they vanished and were strangely found. Popular with little girls.

Birch and the Star. (Thorne-Thomsen.)

Three Finnish and Norwegian tales of child-life. Tender, gentle stories.

Black-Eyed Susan. (Phillips.)

An author who looks at things through a young child's eyes. Her stories have refreshing simplicity and charm. This story tells the adventures of a very little girl in the country.

Blue Aunt. (White.)

Another author who writes a "fresh, pure book for a little child!" About two little children who help in war-work. The sequel to this is "The Strange Year," in which the children are Patriots, and have happy times.

Brothers and Sisters. (A. F. Brown.)

Also its sequel, "Friends and Cousins," and "The Christmas Angel."

Captain January. (Richards.)

About a little girl rescued from the sea.

"Carrots," Just a Little Boy. (Molesworth.)

An English nursery tale of a lovable little boy and his sister. Presents fine ideals.

Chico, the Story of a Homing Pigeon. (Blanchard.)

Of Venice, a brave pet pigeon, and a little boy and girl.

Children of the Lighthouse. (Nora A. Smith.)

Happy adventures, with story-telling and picnicking on a lighthouse-island in San Francisco Bay.

Chi-Weé. (Moon.)

Little girl Chi-Weé lives on a mesa-top with her Pueblo folk. Tells about desert and village life, Pueblo pottery, and other Indian things.

Clematis. (Cobb and Cobb.)

Tale of an orphan girl and a wonderful discovery. Much liked by little girls.

Diddie, Dumps and Tot. (Pyrnelle.)

Plantation life, stories, and adventures.

Donkey John of the Toy Valley. (Morley.)

Of the wooden toy-makers of the Austrian Tyrol.

Father's Gone A-Whaling. (Gardiner and Osborne.)

Child-life on Nantucket in old whaling days.

Humpty-Dumpty House. (Phillips.)

Springlike little tale with a shining yellow cover. About a little girl and her adventures in "Humpty-Dumpty House."

Joan Morse. (White.)

Choosing a Grandmother and an Aunt and having good times with children, make little Joan happy.

Johnny Blossom. (Zwilgmeyer.)

Translated from the Norwegian by Poulsson. Johnny is just a hearty, healthy, little boy with a big generous heart. A "best" book for little boys.

Joyous Guests. (Lindsay and Poulsson.)

A full house, a heaping board, a roaring yule-log, and hollyberries with mistletoe, lend romance to these tales and ballads of Merrie England. The companion volume

is, "Joyous Travelers." Told in rhythmic English and pictured delightfully by Berger. Good to read aloud.

Kisington Town. (A. F. Brown.)

How little boy Harold won a war without a battle. A peace story, pretty and fanciful.

Little Curly Head the Pet Lamb. (Spyri.)

Short story of some Alpine children poor and rich, and their friendship.

Little Friend Lydia. (Phillips.)

How little Lydia left the Children's Home, and found friends and was a friend herself.

Little Girl of Long Ago. (White.)

Also, "A Borrowed Sister," "Edna and her Brothers," and "When Molly was Six."

Little Miss Phœbe Gay. (H. D. Brown.)

The sequel, "Her Sixteenth Year," is for older children.

Little Pioneers of the Fir-Tree Country. (Cleland.)

Indians, friendly or bad, make days exciting for these pioneer children of Oregon and Washington. Christmas treats and good times help the children to meet deprivations and dangers, with happy courageous spirit. The cover in green and cream, with its rows and rows of tiny Christmas trees and Santas, is quite entrancing. Read aloud when children are studying American history.

Little Sally Waters. (Phillips.)

A wee girl's book about a summer at the seashore, and play days with little friends and dolls.

Little Singing Bird. (Blanchard.)

By the author of "Chico." How the little singing bird saved the life of the King of Italy.

Memoirs of a London Doll. (Horne.)

Introduction by Clara W. Hunt. Reprint of a quaint old tale relating the adventures of a wooden-jointed London doll.

Moni the Goat-Boy. (Spyri.)

Moni sings like a lark as he tends his herd. He meets temptation and overcomes it.

Mr. Marionette. (Colville.)

Whimsical, clever, little tale of a boy and a marionette show. Quaint colored pictures.

New Year's Carol. (Spyri.)

Also published under title of "Children's Carol." How a little Swiss boy and girl won bread for their hungry mother.

Peep-in-the-World. (Crichton.)

In her scarlet coat and hood, Peep-in-the-World leaves her English home to visit her German Uncle in his romantic baronial castle, "tall and dark, with snowy turrets, and narrow windows twinkling with lights." A happy kindly story for little girls, told in excellent English.

Peggy in her Blue Frock. (White.)

Lively little story of a little girl in a little town, who has blue frocks.

Peggy's Playhouses. (Hunt.)

Vacation experiences of little Peggy while traveling around with her Aunt.

Play-Days. (Jewett.)

Short stories of play and fun. Good to read aloud.

Pretty Polly Perkins. (Phillips.)

Farm and city life, rag dolls, and how Pretty Polly

Perkins became three Polly Perkinses, will delight wee girls.

Rose Child. (Spyri.)

Tale of little Swiss Rose Resli, loving roses. She shares her crust with a hungry woman, and a surprise comes to her in return. Colored pictures.

Silver Bear. (E. A. Brown.)

What the green-eyed silver bear did for little Dora, Simply told. Illustrations delicately colored.

Story of Sonny Sahib. (Duncan.)

Adventures of a little boy rescued from the Cawnpore massacre. One of the best books for little children, deserving of a better format than it has.

Stories of Swiss Children. (Spyri.)

A beautiful edition of this author's short stories, containing: Toni, the Little Wood Carver — Little Curly-Head — Rose Child — Children's Carol — Little Miss Grasshopper — Jo the Little Machinist — What Sami Sings with the Birds — Moni the Goat-Boy — Trini, the Little Strawberry Girl — Tiss, a Little Alpine Waif.

Toni, the Little Wood Carver. (Spyri.)

Just a slim little volume, but contains a touching study of an imaginative little Swiss boy, talented and sensitive.

Tony. (White.)

A loving, adventurous, independent, everyday, little lad is Tony. A happy story of home-life.

Top-of-the-World Stories. (Poulsson.)

Eight tales translated from Topelius and other authors.

Trini, the Little Strawberry Girl. (Spyri.)

A story of faith and its reward. Companion volume to "Toni."

Twin Series of Foreign Life. (Perkins.)

These books are too well known and tested to need full comment. Illustrated by the author who has humor and written in her happy, alive style, they are specially suited to little children. The "Twin" volumes heartily recommended here are: "Belgium Twins," "Eskimo Twins," "Dutch Twins," "Filipino Twins," "Italian Twins," "Mexican Twins," "Swiss Twins."

Wee Ann. (Phillips.)

A wee girl of five is Wee Ann, who has happy and amusing times with her Grandmother in the country. One of the most charming of this author's charming books.

What Sami Sings with the Birds. (Spyri.)

Companion volume to "Toni, the Little Wood Carver" and "Trini, the Little Strawberry Girl." The birds sing, "Trust, trust, trust the dear Lord!" And wonderful things come to Sami, because he sings with them and trusts.

For Boys and Girls.

African Adventurers. (Mackenzie.)

Such a lively story for children, in such an unattractive grown-up guise! Little brown Mejó and other African boys have great doings in the forest. Written by intrepid Jean Kenyon Mackenzie, who puts humor and excitement into a tale.

Against Heavy Odds. (Boyesen.)

Of Norse heroism.

Anita. (Cobb and Cobb.)

A forest fire, a Wild West show, a bear dance, a lost vein of silver, and miners, Indians, and excitements make days lively for Anita the little pioneer in Colorado. A true story.

Apauk, Caller of Buffalo. (Schultz.)

How Apauk, Indian Boy, called herds of buffalo for his people, to feed and clothe them.

Archag, the Little Armenian. (Schnapps.)

School-days of Armenian lads in the ancient land of Ararat.

Arlo. (Cobb and Cobb.)

Escapes, gypsies, ruffians, a wandering friendly musician, and a mystery are all met by Arlo from the Count's Castle.

Arthur and Squirrel. (Spyri.)

What a happy-hearted girl did for her sad friend Arthur.

At the Butterfly House. (E. A. Brown.)

Of a Vermont schoolgirl, and what came to her from her Aunt's will. This author writes hearty, wholesome stories of home-life for young folk. Among her other books are "When Max Came," "Four Gordons."

Ben Comee. (Canavan.)

Tale of Roger's Rangers.

Betty Leicester. (Jewett.)

Experiences of a charming young American girl. The sequel is "Betty Leicester's Christmas," in England.

Black Boulder Claim. (Newberry.)

Gold hunting in the Sierra Nevada. The spirit of honesty, courage, scorn of lying and wrong doing, together with compact style place this author's books among the best for boys.

Blue Envelope. (Snell.)

Clean mystery stories for girls are rare. This one is popular in style, dramatic and wholesome. It tells the adventures of two American girls who cross Bering

Strait from Alaska to Siberia. Its sequel is "Purple Flame," a tale of reindeer-herding on the Alaskan tundra. The author has herded reindeer and knows his localities. He also knows of real girls to whom equally remarkable things have happened.

Bonnie Prince Charlie. (Henty.)

Some of the Henty books interest boys in history, who would not read it. Useful Henty books are: "By Pike and Dyke," "By England's Aid," "Dash for Khartoum," "Jacobite Exile," "Lion of the North," "With Frederick the Great."

Bonnie Prince Fetlar. (Saunders.)

A boy's companionship with his Shetland pony in the Canadian forest. Well written and original in plot.

Boy in Eirinn. (Colum.)

History of the South of Ireland, legends and tales of Irish heroes, and the everyday doings of a modern Irish boy woven into a continuous story.

Boy of the First Empire. (E. S. Brooks.)

Story of a page in Napoleon's palace.

Boy Scouts of Lakeville High. (Quirk.)

Fair and square, and full of fun, sports, and Boy Scouts.

Boy Scouts on Swift River. (Burgess.)

Canoeing, camp-fires, forest feasts and adventures, hardships and jollities make this an exceptionally good book for boys.

Boy Settlers. (Noah Brooks.)

Early days in Kansas. Also, "Boy Emigrants." Two volumes that have pleased two generations of boys.

Boy's Ride. (Zollinger.)

In the days of John of England.

Boy Whaleman. (Tucker.)

Adventures on a whaling voyage around the Horn, visiting South Sea islands, and helping to chase whales. With colored illustrations, in the Beacon Hill Bookshelf Series.

Buried Treasure. (McNeil.)

A lost Revolutionary treasure and a villain make things exciting for a Club of Boys and Girls, who solve a mystery.

Campus Days. (Paine.)

Also, "Dragon and the Cross."

Camp Ken-Jockety. (Hume.)

An unusually happy wholesome girls' story, about an island camp on the Georgian Bay. Companion volume is "Judy of York Hill," an excellent story of boarding school.

Captain Kitty, Colonial. (Madison.)

Pretty historical tale of New York in the days of the Stamp Act. Describes Old New York, its manners, customs, and home-life.

Captain Kituk. (Snell.)

Kituk is a brave Eskimo lad, who through his courage wins a ship.

Captain Phil. (Thomas.)

Autobiography of a boy in the Union Army.

Captains Courageous. (Kipling.)

Surprising things happened to a spoiled rich boy, besides falling overboard from an Atlantic liner. They make a man of him.

Castaway Island. (Newberry.)

Story of a boy stranded in Ecuador, of a mysterious stranger, a wreck, and thrilling experiences on one of the

Galapagos Islands. Its fine spirit and excellent English make it an outstanding book for boys. Popular.

Cecily, Elf Goldihair. (Helm.)

A little circus-rider, Elf Goldihair, has days sad and glad till she finds a fortune. Handsome gift volume.

Children's Book of Christmas Stories. (Dickinson and Skinner.)

Collection of stories suitable for Christmas Holidays. Companion volumes by Dickinson are "Children's Book of Patriotic Stories," "Children's Book of Thanksgiving Stories."

Chilhowee Boys. (Morrison.)

Of a perilous journey of some boy settlers. A story of American pioneer days.

Christmas in Legend and Story. (Smith and Hazeltine.)

Prose and verse. Reference collection for use in school and library.

Clutch of the Corsican. (Bill.)

Caught in the net of Napoleon's officials, an American boy and his mother try to escape at the time of the return from Elba. Realistic historical setting, and in spirit of the times.

Coral Island. (Ballantyne.)

Three English sailor boys are wrecked on a coral island in the Pacific. Has long been a favorite book with boys.

Cornelli. (Spyri.)

About little Cornelli of the Swiss Valley, who was full of joy and delight in flowers and birds, and how she feared "the little horns," then found joy again.

Cruise of the Dazzler. (London.)

With San Francisco Bay pirates.

Dandelion Cottage. (Rankin.)

This and its sequel, "Adopting of Rosa Marie," are pretty stories of play-life, for little girls, so also is the "Cinder Pond."

Danger Trail. (Schultz.)

One of the best of Mr. Schultz' romantic Indian tales for boys.

Daughter of the Rich. (Waller.)

A year on a farm and jolly good times. Hearty, wholesome, interesting. One of the noblest books for girls. Colored pictures, in the Beacon Hill Bookshelf Series.

Diantha's Quest. (Knipe and Knipe.)

In the days of '49 and the gold fever, Diantha with an emigrant train, crosses the prairies and Rockies to California.

Dreadful River Cave. (Schultz.)

How Black Elk, young brave, had exciting adventures near the mysterious cave.

Emerald Story Book. (Skinner and Skinner.)

A collection of stories, legends, and verses about the Spring. Its companion volume, "Topaz Story Book," is a collection about the Autumn, Halloween, and Thanksgiving.

Emmeline. (Singmaster.)

During the Battle of Gettysburg, Emmeline, who hates "rebels," is captured and forced to cook and care for Confederates. She finds that they are human and kind. They give her back her captive brother. Companion volumes are, "Boy at Gettysburg," and "John Baring's House."

Eveli, the Little Singer. (Spyri.)

Three charming child stories "Peppino," a little Italian boy, truthful, brave, and manly — *Eveli*, the mountain girl who sings her way into happiness — and Jörli, the Alpine lad of the *Stauffer Mill*. "Stories All Children Love Series."

Flamingo Feather. (Munroe.)

Story of the Spaniards in Florida.

Four Cousins. (Zwilgmeyer.)

Translated from the Norwegian by Poulsson. Fresh lively story of Norwegian home-life. What four girls did for a year. The translator has drawn this material from several books by the same author, making a continuous narrative of the adventures of the Four Cousins.

Frank Brown, Sea Apprentice. (Bullen.)

Three adventurous voyages of the boy apprentice Frank. Manly in spirit. Full of stirring descriptions of life at sea and sailor doings. An attractive edition with colored pictures is in The Golden Books Series.

Fur Trail Adventurers. (Wallace.)

How Phil Porter, a college boy, made good among the trappers, Indians, and half-breeds of the Thunder Bay fur-trading district.

Gabriel and the Hour-Book. (Stein.)

Tale of old Normandy and of a famous hour-book.

Gascoyne, the Sandalwood Trader. (Ballantyne.)

Pirate adventure on a Pacific Island. Wholesome and thrilling. Delights boys.

Gauntlet of Dunmore. (Daniel Hawthorne.)

Mystery story of knighthood days. Well-written, well-constructed historical romance.

Geneviève, a Story of French School Days. (Portor.)

Home-life, school-life, and adventures of a Parisian girl.

Gipsy Nan. (Rankin.)

Such a witch of a girl is Gipsy Nan with bright ways that win many friends.

Gold Cache. (Schultz.)

Adventures of young Tom Fox while hunting for a thousand twenty-dollar gold-pieces buried by an Indian.

Gold-Seeking on the Dalton Trail. (Thompson.)

Prospecting in Alaska. Colored pictures, in the Beacon Hill Bookshelf Series.

Golden Arrow. (Hall.)

Also, "Boys of Scrooby" and "In the Brave Days of Old."

Great Quest. (Hawes.)

Adventure with a mystery in it; search for treasure; encounters with slave-traders, sea thugs, and African savages. Original and well written.

Green Mountain Boys. (D. P. Thompson.)

Exploits of Ethan Allen.

Hallowell Partnership. (K. H. Brown.)

An alive American book about a young girl who helped her brother, a civil engineer in the field. In "Scribner's Series for Young People."

Harding of St. Timothy's. (Pier.)

This author writes specially good boarding-school books for boys. Athletics, friendships, and school-life are the motives. Also "David Ives."

Henry and his Travels. (Westergaard.)

A boy's experiences in after-war Vienna, and what he found on a Danish farm. Translated from the Danish.

Heroines of History and Legend. (E. S. Smith.)

Collection of stories and poems dwelling on patriotism, self-sacrifice, and courage.

His Majesty's Sloop Diamond Rock. (Huntington.)

Siege of Diamond Rock off the coast of Martinique.

Honorable Crimson Tree. (Ferris.)

Pretty stories of modern Chinese village-life, showing what western Christian civilization is bringing to China — cleanliness, comfort, health, general sanitation, freedom from superstitions. Most books for children on China are out-of-date. This is timely.

Hoosier School Boy. (Eggleston.)

Home life and school-boy doings in early Indiana. With four illustrations in full color, "Scribner's Series for Young People."

How Phœbe Found Herself. (H. D. Brown.)

Sequel to "Little Miss Phœbe Gay." This is a college story for older girls.

Indian Days of the Long Ago. (Curtis.)

Life of a Flathead Indian boy. Excellent informative pictures. Textbook cover. Read aloud in connection with United States history.

Indians and the Oki. (Mitchell.)

Little Red Savage and Little White Savage have adventures together. A story of the Oki of the False Faces. Popular with boys.

In the Great Apache Forest. (Schultz.)

"The story of a lone Boy Scout," and of Indians and Forest Service.

Jed. (Goss.)

A boy's adventures in the Union Army.

Juan and Juanita. (Baylor.)

Of two children and their wonderful escape from Comanches. A popular book, issued with colored pictures in the Riverside Bookshelf.

June. (Delano.)

Romantic story of a charming young Southern girl.

Katrinka. (Haskell.)

In the days of the Czar, a Russian peasant girl dances her way into the royal presence, and later solves a mystery.

King Tom and the Runaways. (Louis Pendleton.)

A Southern story. This author writes unusually good adventure stories in excellent English. Another of his volumes is "In the Camp of the Creeks."

Lass of the Silver Sword. (Du Bois.)

Fine spirited book for girls. Also, "League of the Signet-Ring."

Lisbeth Longfrock. (Aanrud.)

Idyll of Norwegian farm life. Good to read aloud.

Little Cuba Libre. (Duggan.)

The Cuban struggle for Independence. Amada, Little Cuba Libre, fiery of soul and tender-hearted, wins her way through fire and war to happiness.

Little Duke. (Yonge.)

Of the little Richard, Duke of Normandy, and his romantic times.

Little Jean. (H. D. Brown.)

Jean and her friends have happy good times with a bazaar, a surprise party, and a pageant.

Little Lord Fauntleroy. (Burnett.)

Also, "Editha's Burglar."

Little Maid of Province Town. (Curtis.)

About a girl patriot in the Revolution. Sequel is "Little Maid of Massachusetts Colony." Two other historical stories in this series are "Little Maid of Narragansett Bay," and "Little Maid of Old New York."

Luck of the Dudley Grahams. (Haines.)

Wholesome hearty story of family life. Also, "Cock-a-Doodle Hill."

Marty Lu. (Donahey.)

A brave fight Marty Lu and her orphan brothers and sister put up for a living. They all win out through Marty Lu's pluck.

Mary and Marcia, Partners. (Forbes.)

Vacation good times of a city girl in the country. Neighborliness and friendship are emphasized.

Masterman Ready. (Marryat.)

A favorite with boys. A famous desert island tale. Attractive edition illustrated by Humphreys, in The Fairmount Classics.

Master of the Strong Hearts. (E. S. Brooks.)

How a boy redeemed his promise to Sitting Bull.

Master Simon's Garden. (Meigs.)

Delicately with charm, this author narrates the doings of several generations of an American family, giving the stories an historical setting. Another pretty story is "Windy Hill."

Master Skylark. (Bennett.)

A lad's adventures with strolling players in Shakespeare's time. He sings his way into the presence of Queen Elizabeth. One of the best books for children.

Mayken. (Chase.)

In the time of William the Silent.

Mäzli. (Spyri.)

How the castle-ghost was laid, the Baron came back, and the little heir and heiress were found. A mystery story. Romantic and charming and good to read aloud.

Mutineers. (Hawes.)

An outstanding recent yarn of sea-adventure in the days when mutineers, pirates, and treasure made thrilling a voyage to the Spice Islands and China. Written in direct fast moving style, that carries the interest to the last page.

Mystery Tales for Boys and Girls. (E. S. Smith.)

A collection of legends and tales intriguing the imagination. "More Mystery Tales for Boys and Girls," offers "stories and poems of ghosts and wizards, of hidden treasure and strange enchantments." Literary in quality.

Nobody's Boy. (Malot.)

Told from Hector Malot's "Sans Famille." "Love, pathos, loyalty, and noble boy-character are exemplified in this homeless little lad." Companion volume is, "Nobody's Girl," told from "En Famille."

No Heroes. (Howard.)

In which a boy proves himself a hero under strange conditions.

Northern Diamonds. (Pollock.)

Stirring adventure of some lads in the Canadian wilderness, while searching for diamonds.

O-Heart San. (Haskell.)

Pretty story of modern Japan.

Pearl Lagoon. (Nordhoff.)

Exciting days for a boy sailing the strange seas of Atolls, diving for pearls, and living among friendly natives.

Peggy Owen, a Story for Girls. (Madison.)

A patriotic little Quaker maid of Old Philadelphia serves her country during the Revolution. Other titles in the same series are, "Peggy Owen, Patriot," "Peggy Owen at Yorktown," "Peggy Owen and Liberty." An exceptionally good historical series for girls.

Peg o' the Ring. (Knipe and Knipe.)

And "The Continental Dollar." Two romantic American historical stories for girls.

Perseverance Island. (Frazar.)

A castaway story in which the hero proves his ingenuity.

Plattsburgers. (Pier.)

Experiences of some college boys in the active military camp at Plattsburg, N.Y.

Plucky Allens. (Pierson.)

A family of children make a plucky fight for an education.

Plumed Snake Medicine. (Schultz.)

Adventures of an Indian boy who journeys to the "Always Summer Land," in search of the Plumed Snake Medicine.

Polly's Secret. (Nash.)

And how she kept it. With colored pictures, in the Beacon Hill Bookshelf. One of the best books for girls.

Prairie Rose. (Bush.)

By prairie schooner, brother and sister travel west and have pioneer adventures. With colored pictures, in the Beacon Hill Bookshelf.

Questers of the Desert. (Schultz.)

A white boy's adventures among the Hopi Indians of Arizona, while searching for gold in underground caves.

Rebecca of Sunnybrook Farm. (Wiggin.)

Lively Rebecca is a favorite with girls. Sequel is "New Chronicles of Rebecca." With colored pictures, in the Riverside Bookshelf.

Red Caps and Lilies. (K. Adams.)

Dangers and escapes of a family of noble French children during the French Revolution.

Rolf in the Woods. (Thompson-Seton.)

A Boy Scout and an Indian in the days of 1812.

Rulers of the Surf. (Muller.)

Adventures of a boy carried off by pirates. Its direct style and ideals of simple honest living make this an excellent book for boys.

St. Mary's. (Hinkson.)

St. Mary's is a girls' boarding school in a romantic part of England. The story is a happy one and earnest, em-

phasizing loyalty and the helpfulness of one girl to another.

Sara Crewe. (Burnett.)

Of the wonders that happened in Sara's garret.

Secret of Coffin Cove. (Ernst.)

A mystery follows some boys from school to a camp in the lumbering district. There they have startling times.

Smugglers' Island. (Kneeland.)

The children are abandoned on an island off the west coast of Mexico. A kind of modern Swiss Family Robinson.

Soolook, Wild Boy. (Snell.)

Story of an Eskimo lad of spirit, and his reaction to civilization.

Star, the Story of an Indian Pony. (Hooker.)

Star and his little Indian mistress have adventures together, till peace is made between the Red Men and the Great White Father at Washington.

Story of Rolf and the Viking's Bow. (French.)

Story of ancient Iceland, founded on incidents in the Sagas. Colored pictures, in the Beacon Hill Bookshelf Series.

Summer in a Cañon. (Wiggin.)

A California story for girls. Its sequel is "Polly Oliver's Problem." Two of the best books for girls.

Surprise House. (A. F. Brown.)

Mysteries and surprises in the house that Aunt Nan left.

Toby Tyler. (Otis.)

Also, "Mr. Stubb's Brother," "Life Savers," "Lobster Catchers," and "Light Keepers."

Tommy Remington's Battle. (B. E. Stevenson.)

The self-sacrifice of a miner's son.

Tonty of the Iron Hand. (McNeil.)

With La Salle and Tonty, a French boy helps to explore the American wilderness, and solves a mystery. A realistic strong picture of savage Indian life. Sequel is "Daniel Du Luth," in which a boy solves a mystery, and rescues the mysterious Medicine Girl. Companion volume is "With Kit Carson in the Rockies." Three historical stories of unusual merit.

Troop One of the Labrador. (Wallace.)

In which a boy starts a Boy Scout Troop in the lonely Labrador.

Two College Girls. (H. D. Brown.)

Merry-makings and study at college.

Two Little Confederates. (Page.)

Plantation adventures of two boys.

Uncle Tom's Cabin. (Stowe.)

"Or life among the lowly." An American child's education is not complete without reading this famous story of the Civil War.

Under Greek Skies. (Dragoumis.)

Stories showing different phases of modern Greek child-life.

Under the Eagle's Wing. (Sara Miller.)

Of the favorite disciple of Maimonides, the "Eagle of Israel."

Understood Betsy. (Canfield.)

Pretty story of the up-bringing of a nervous child, changing her into a wholesome one.

Ungava Bob. (Wallace.)

Trapping in the Labrador wilderness, thrilling experiences with Eskimos and Indians. A clean vigorous story. Sequel is "Gaunt Gray Wolf." Both books are recommended by the National Council, Boy Scouts of America.

Up the Mazaruni for Diamonds. (La Varre.)

Diamond hunting in South America. Breezy, humorous, courageous story. By a Veteran Boy Scout who has adventured in the tropics.

Vinzi. (Spyri.)

Of a boy whose love for music was nourished by the beauty of Alpine pastures, red Alpine roses, and the foaming, singing mountain streams.

Wells Brothers. (Andy Adams.)

Experiences of the "young cattle-kings."

What Happened to Barbara. (O. T. Miller.)

Trials and happinesses of an ambitious girl.

What Happened to Inger Johanne. (Zwilgmeyer.)

About kindly mischievous Johanne and her tomboy doings in a small Norwegian town. Sequel is "Inger Johanne's Lively Doings." Translated by Poulsson.

Whelps of the Wolf. (Marsh.)

Contains excitements, dangers, adventures, but its theme is steadfastness and loyal unselfish love. One of the best books for boys.

When Granny was a Little Girl. (Searing.)

Describes home-life of those early days. Simple and interesting episodes.

When Sarah Saved the Day. (Singmaster.)

Clever and humorous. Popular with little girls. Sequel is "When Sarah Went to School."

White Cave. (Stoddard.)

Also, "Dab Kinzer," "Little Smoke," "Two Arrows," "Winter Fun."

White Conquerors. (Munroe.)

Also, "At War with Pontiac."

Wide Wide World. (Warner.)

Old-fashioned but always popular story of Helen Montgomery and her trials and happinesses at Aunt Fortune's farm.

Wilderness Honey. (Pollock.)

An "earn your own living" story about two boys and their sister on a lonely farm in the Canadian wilderness.

With Cæsar's Legions. (Wells.)

"The adventures of two Roman youths in the conquest of Gaul." Good reading, and will make a boy eager to read his Cæsar.

With the Indians in the Rockies. (Schultz.)

Adventures of a boy lost in old trapping days. Illustrated with colored pictures, in the Riverside Bookshelf. This author has contributed a new note to romantic fiction about American Indians. He has lived among Indians and been adopted by them.

Wulnoth the Wanderer. (Escott-Inman.)

Heroic tale of the Danes and Alfred of England. Plenty of "sword singing" and action, together with a thread of mysticism all told in charming prose, make this an outstanding book.

Young James. (Evelyn Sharp.)

Young James solves the secret of Berrybank Cottage. Clever, humorous mystery story with original plot.

Young Ice Whalers. (Packard.)

Adventures of two lads lost on an Arctic ice-pack. The story is full of information, and is interesting as well. The author has explored both the Siberian and Alaskan Arctic.

Young Mountaineers. (Craddock.)

Life in the Tennessee mountains. A strong story, with local color.

Zulu Trail. (Major.)

A "rattling good story" of a boy's adventures among African savages, with a white arch-villain to stir up trouble.

Humorous Stories for Boys and Girls

A Boy's Town. (Howells.)

Adventures of a band of boys.

Arkansaw Bear. (A. B. Paine.)

Rhyme and story. Good to read to younger children.

Birds' Christmas Carol. (Wiggin.)

Also, "The Story of Patsy."

Captain Chap. (Stockton.)

Castaways on the Florida coast.

Dorothea's Double. (Margaret Johnson.)

A mystery story with fun and excitement.

Helen's Babies. (Habberton.)

A ten days' record of naughtiness and mischief.

Jibby Jones. (Butler.)

"Jibby Jones" is a new humorous character in boy-fiction. The sequel is "Jibby Jones and the Alligator."

Jolly Book. (F. J. Olcott and Amena Pendleton.)

A collection of the best humor in literature, which may be enjoyed by older children and young folk. Based on original sources.

Monkey that would not Kill. (Drummond.)

For younger children.

Mrs. Wiggs of the Cabbage Patch. (Rice.)

Her humorous sayings and doings.

New Robinson Crusoe. (Alden.)

Funny adventures of two castaways.

Peterkin Papers. (Hale).

Also, "Last of the Peterkins." With colored illustrations, the Riverside Bookshelf Series.

Phaëton Rogers. (Rossiter Johnson.)

His inventions.

The Calico Cat. (C. M. Thompson.)

A detective tale.

Widow O'Callaghan's Boys. (Zollinger.)

Also, "Maggie McLanehan."

Youngsters of Centerville. (Baker.)

Jolly good times at picnics and other gatherings.

Some Popular "Series"

Bob's Hill Series. (Burton.)

Chicopee Series. (Hamlin.)

Five Little Peppers Series. (Sidney.)

Helen Series. (Gilchrist.)

Hildegarde Series. (Richards.)

Jack the Young Ranchman Series. (Grinnell.)

Katy Did Books. (Coolidge.)

Kristy Books. (O. T. Miller.)

Margaret Montfort Series. (Richards.)
Omitting "Rita," which is very sensational.

Teddy and Phebe Books. (Ray.)

West Point Series. (Malone.)

CHAPTER XIII

HISTORY, BIOGRAPHY, AND TRAVEL

"Give me leave to enjoy myself; that place that does contain my books, the best companions, is to me a glorious court, where hourly I converse with the old sages and philosophers; and sometimes, for variety, I confer with kings and emperors, and weigh their counsels; calling their victories, if unjustly got, into a strict account, and, in my fancy, deface their ill-placed statues." — BEAUMONT AND FLETCHER.

HISTORY and its complement biography contain the essential qualities that in other forms of writing delight children, and draw them to read. On every page throng brave deeds, varied adventures, mysteries, and swiftly moving events; often with the picturesque background of other ages, countries, and peoples. Therefore it is surprising to note how few histories and biographies children read for pleasure. After watching the children's choice of books, and on examination of existing juvenile histories and biographies, one is forced to conclude that the root of the trouble lies in the average author's presentation, and in the textbook appearance of the volumes.

Juvenile books on these subjects may be divided into four groups; textbooks, dry, and clogged with facts and dates; improving histories and biographies, usually condescending in tone; a few picturesque biographical histories; and lastly, historical fiction. Children, especially young people, show a deeply rooted distaste for textbooks and improving histories, while, on the other hand, they read with pleasure attractive biographical histories, and devour historical fiction.

Although it is essential that history, *per se*, should be accurately presented, yet, from an analysis of those qualities in historic romance that make a lasting appeal to boys and girls, we gather valuable suggestions for the successful presentation of accurate history. The popular historical story keeps the reader's attention focused upon a hero, whose adventures are complicated and exciting. The romantic atmosphere of another period is reproduced. Historical characters appear as flesh-and-blood creatures, not wooden puppets of dates and facts. The heroic elements are emphasized, and the whole volume ap-

peals to the primitive likes of boy and girl — to their sense of hero-worship, to their interest in the individual, and their love of color and adventure.

History contains all these pleasure-giving elements, if it is presented from its picturesque and biographical side. It may be argued against this method of presentation, that modern science has shown the inadequacy of the individual, biographical treatment of history. The answer is that boys and girls are bored by the sociological treatment. It is beyond their comprehension, and not according to the demands of their natures. Their interest in biographical history is prompted by the same psychological law that made primitive peoples record, not facts, nor the sociological explanations of events, but the spirit and deeds of mighty leaders who typified the racial heroic ideals.

In writing a satisfactory and attractive history for children and young people, it is not necessary to fuse tradition and fact as the ancient peoples did; but one should emphasize the heroic elements in history, at the

same time preserving historical accuracy. History presented biographically, as a succession of events, each group of which centres around some dominant personage of its age, makes a series of distinct mental pictures, which, by aid of the imagination, impress themselves upon the mind of the young reader with an impact that leaves an indelible impression on the memory.

The educational values of history and biography are unquestionably great. These subjects open up the long vistas of the ages, show deeds in relation to consequences, introduce boys and girls to the great men and women of all times, and thus expand the social consciousness. A further advantage is gained if through interest in biographical history young people may be drawn later to study more mature historical works, which, by giving them a knowledge of governments, men and affairs, will help them as men and women to handle intelligently the social and civic problems of modern life.

Before leaving this subject a word more may be said for historical fiction. It forms a

delightful introduction to historical characters, arousing interest where books of history fail. The best historical romances were not written for children, but they delight young people as well as adults. Among them are Scott's novels, "The Last Days of Pompeii," "Rienzi," "Westward Ho!" "Hypatia," "Hereward the Wake," "The Cloister and the Hearth," "Ekkehard," "Charles O'Malley," "Les Misérables," "Tale of Two Cities," and "The House of the Wolfings." Other more recent novels are written by Stevenson, Weyman, Crockett, and Doyle.

There are some few excellent historical stories written for boys and girls. Of these are "Men of Iron," "Otto of the Silver Hand," "Jack Ballister's Fortunes," "Green Mountain Boys," "Two Little Confederates," "Wulnoth the Wanderer," "The Clutch of the Corsican," "Jed," "A Boy's Ride," "Puck of Pook's Hill," "Mayken," "Master Skylark," "A Boy of the First Empire," "Rolf in the Woods," "The Golden Arrow," "The Boys of Scrooby,"

"In the Brave Days of Old," "Emmeline," and "Peggy Owen Series." Brief descriptions of these books may be found in the fiction lists in this volume.

Unfortunately there are not enough thoroughly good juvenile historical stories. The demand for this class of tale is so great that it is necessary to give boys and girls stories which are not accurate in every point, and are written sensationally. Even here a line is drawn between the harmfully sensational and vicious book, and that which has sufficient quality to make a reasonably vivid and correct historical impression. The usefulness of these books is daily demonstrated in the public library. The writer knows of many boys and girls who by reading Henty books have been led to study history. And until better tales take their place, all the Henty books and their ilk cannot be thrown aside. "The children's librarian," writes C. W. Hunt, "having daily evidence of the excellent reading-courses stimulated by trifling books, must keep for the child some things which the critics would scorn, when she

knows that these books have in them the power to kindle such interest in a subject as will lead to reading corrective of inaccuracies of information."

Good books of travel are nearly as rare as are satisfactory biographies and histories. Most travel accounts for children are stuffed with informing facts, usually related by a prosy grown-up to a long-suffering party of children, or they are desultory or vague. The best travel books are not intended as such. They are stories full of local color and fine descriptions of natural scenery, customs, and manners. The authors of the stories knew their localities and people well, and were so unconsciously full of their subjects that they imbued their tales with atmosphere not to be found in the ordinary book of travel.

What child can read "Juan and Juanita," and "The Basket Woman," and not receive a vivid impression of the deserts, cañons, and plains of the Southwest; the reader of "Nelly's Silver Mine" wanders through a verdant Colorado valley overlooked by

snow-capped mountains; "Heidi," "Donkey John," and "Moni the Goat Boy" work, play, and gather flowers on the Alps, whose mountain wonders are impressed on the little reader; "The Mutineers" voyage to the Malay Islands and to China; "Lisbeth Longfrock" takes the reader to climb the Norwegian mountains; "The Young Ice Whalers" live among the natives of the Arctic regions; "The Boy Settlers" and "Chilhowee Boys" experience the dangers of travel in the early days of settlers and Indians; and "What Happened to Barbara" was a succession of travels and adventures in days of land travel by coach; while the boy "With the Indians in the Rockies" voyages up the Missouri in early trading days, and endures the dangers of winter camping in the Rocky Mountains. All these delightful books are listed, together with brief descriptions, in the fiction lists of this volume.

The lists appended to this chapter contain some excellent books, interesting and lively, as well as books for study and reference, and a few volumes useful only because at present

there are no better ones on the subject. A glance at these lists will show how unbalanced they are, and how certain desirable subjects are not covered at all; this is especially true of biography. The appended lists close with a brief selection of books on the history of art, music, and literature. Selected volumes from several excellent modern series are listed. Descriptive catalogues of the full series may be obtained from the publishers. As brief characterizations of these series may be useful, they are given here.

"The Children's Heroes Series" consists of a number of very pretty volumes, each of which narrates the life of some well-known hero of history. The volumes vary in treatment, some being simple, vigorous, and manly, while others are sentimental. The best of the series are listed here. All the volumes are pocket-size, printed in good, clear type, illustrated in color, and have bright picture covers. They please children between eight and ten years of age, and may be enjoyed by older boys and girls.

There are several interesting travel series

intended for the popular reading of children under twelve years of age. Unfortunately a number of them are not up-to-date.

First among these is "The Little Cousin Series," which consists of many volumes by many authors. Each book contains an adventure story about little children of other countries. The volumes are printed in good type, and bound in yellow picture covers. The stories are enjoyed by children eight to ten years of age. This is not a recent series.

A series for slightly older children is "Peeps at Many Lands." Each volume describes a different country. The binding is bright, and the colored illustrations are unusually attractive. Companion series to this is "Peeps at Great Cities." Not a recent series.

The "Little People Everywhere Series" follows the plan of "The Little Cousin Series." Each volume tells the story of a child of another country. There are many volumes, printed in good type, and illustrated. Not a new series, but the attractive

little volumes with picture-covers show how children of other lands lived before the Great War.

The "When I was a Boy" and "When I Was a Girl" Series is comprehensive and authoritative. Each volume tells of the childhood and schooldays of its author in his or her native land, and of strange customs and manners. The volumes are compact, the stories refreshingly brief, and the illustrations photographic. This is a recent series for older children.

The Perkins "Twins Series" of child-life in foreign lands, has made a distinct place for itself. The picture-jackets and clever drawings are unusual, while the stories are lively and at times humorous.

BOOKS OF HISTORY, BIOGRAPHY, DESCRIPTION, AND TRAVEL

(For editions, publishers, and prices, see Purchase List of Children's Books, page 343.)

Africa. (See also *Near East and Egypt.*)

Hunter. (Glanville.)

Realistic account in fiction form of Bushman savage life. Good to read aloud to older boys. Told with much local color.

My Apingi Kingdom. (Du Chaillu.)

Also, "Country of the Dwarfs," "In African Forest and Jungle," "Lost in the Jungle," and "Stories of the Gorilla Country."

Peeps at Many Lands, South Africa. (Kidd and Goodall.)

Romance of Savage Life. (Elliot.)

Relates with most delightful humor and sympathy the home life, play, and work of the savage. For older children.

Story of David Livingstone. (Golding.)

His courage and lofty spirit are emphasized, and his efforts to break the slave-trade are described. "Children's Heroes Series."

American Indian.

American Indians. (Starr.)

Of sun-dances, totem-poles, cliff-dwellings, Indian dress, weapons, and ceremonials of many tribes.

Bird Woman. (Schultz.)

Romantic life of Sacajawea, the Indian woman who guided Lewis and Clark to the Pacific Coast. Mr. Schultz has woven her story into fiction form.

Famous Indian Chiefs I have Known. (Howard.)

Experiences of an officer of the United States Army.

Indian Child Life. (Eastman.)

The author, a Sioux with degrees from a college and university, here tells of his childhood in wilderness and camp, and of the adventures of some real Indian boys and girls.

Indian Heroes and Great Chieftains. (Eastman.)

Life stories of famous Indian Chiefs and heroes, some of whom Dr. Eastman knew. Their dignity, courage, and defence of their people against ill treatment by Whites, are emphasized.

Kalitan, Our Little Alaskan Cousin. (Roulet.)

"The Little Cousin Series."

Ancient Countries.

Lives. (Plutarch.)

Translation called Dryden's, revised by Clough. A one-volume textbook edition is edited by E. Ginn. A rendition for children is "Our Young Folks' Plutarch," by Kaufman.

Stories of the East, from Herodotus. (Church.)

Of Crœsus, Cyrus, Darius, and others.

Story of the Greek People. (Tappan.)

Illustrated with reproductions of Greek statuary, architecture, vase-paintings, and coins.

Story of the Roman People. (Tappan.)

From legendary times to the capture of Constantinople. Illustrated with many reproductions of statuary and paintings.

Arctic, Subarctic, and Antarctic.

First Crossing of Greenland. (Nansen.)

Heroic adventures on the Arctic Sea and the great ice-cap of Greenland. Dramatic, human, also a study of Eskimo life and the action of glaciers, icebergs, and ice-floes. Every older boy and girl should read this.

Heroes of the Farthest North and Farthest South. (MacLean.)

A new edition of this comprehensive interesting book, brought up-to-date by McSpadden. Stirring true tales of heroes whose foes were toppling icebergs, snow-wastes, icy waters, scurvy, famine, freezing cold, and loneliness unutterable. Like soldiers they faced these foes, and aided man's conquest of the two Poles. For older children.

When I Was a Girl in Iceland. (Arnadottir.)

Girlhood in the land of volcanoes, gushing hot springs and glaciers, of flowery summer-valleys and farmsteads. It was in Iceland that were preserved many of the old Norse Sagas and tales of Odin, Thor, Baldur, and Frigga.

Brazil.

Affonzo, Our Little Brazilian Cousin. (Roulet.)

"Our Little Cousin Series."

British Empire.

An Island Story. (Marshall.)

A child's history of England. The biographical side is emphasized, and the treatment is romantic. Large volume with colored pictures. Its companion volume, "An Empire Story," traces the development of the British colonies. Uniform with these is "Scotland's Story." These three volumes are most attractive in make-up and treatment. Gift books.

Betty in Canada. (McDonald and Dalrymple.)

"Little People Everywhere Series." Also, "Peeps at Many Lands, Canada and Newfoundland," by Bealby and Fairford.

Book of Discoveries. (Masefield.)

Two English boys have good times together boating and making excursions about the countryside. A friend tells them many a tale of the Romans and Britains in early Britain.

Book of Edinburgh. (Grierson.)

Including tales of long ago, stories of Mary Queen of Scots, and descriptions of modern Edinburgh and its sights. Illustrated in color.

Book of London. (Mitton.)

Includes historical tales, and descriptions of the Tower, Westminster Abbey, and other sights. Colored illustrations.

Cambridge Historical Readers.

History of England in five volumes. Excellent, readable, and fully illustrated. Graded for school use. Textbook covers.

Child's Journey with Dickens. (Wiggin.)

A delightful reminiscence of the little girl who became a famous writer, of how she traveled by accident with Charles Dickens. Good to read aloud.

India Inklings. (Applegarth.)

Little Hindoo children of the town of the Twisted Tulsi Tree have good things come to them in the missionary boxes from the American Twins.

In the Days of Alfred the Great. (Tappan.)

Story biography. Also, "In the Days of William the Conqueror," "In the Days of Queen Elizabeth," and "In the Days of Queen Victoria."

Ireland's Story. (Johnston and Spencer.)

Legendary and historical record of Ireland. Textbook in treatment, but interesting.

Kathleen in Ireland. (McDonald and Dalrymple.)

"Little People Everywhere Series." Also, "Peeps at Many Lands, Scotland and Ireland," by Grierson and Tynan.

Long Labrador Trail. (Wallace.)

Thrilling narrative of exploration in the Labrador Wild. It is sequel to "Lure of the Labrador Wild."

Our Empire Story. (Marshall.)

England's Colonies and their history graphically described. Large gift book with colored pictures. Companion volume to "An Island Story," "Scotland's Story."

Our Little Hindu Cousin. (McManus.)

"The Little Cousin Series." Also, "Peeps at Many Lands."

"India," by Finnemore and Menpes.

Story of Captain Cook. (John Lang.)

"Children's Heroes Series." Other excellent volumes of this series are: "Lord Nelson," by Sellar; "Sir Francis Drake," by Elton; "Sir Walter Raleigh," by Kelley.

Story of Grenfell of the Labrador. (Wallace.)

Life of the intrepid doctor who brought health and happiness to the lonely people of the Labrador.

Story of Oliver Cromwell. (Marshall.)

Told "with force and simplicity." Small attractive book, maps and colored pictures. Cromwell's childhood and his achievements, with a background of English history.

Tales of a Grandfather. (Scott.)

Scottish history from Roman rule in England to the reign of George IV.

When Canada Was New France. (Locke.)

Short history of those romantic and exciting times of Cartier, Champlain, Joliet, Marquette, La Salle, Montcalm, and the struggle for supremacy in New France. Textbook cover.

When I Was a Boy in Scotland. (Hunter.)

The doings of a real Scotch laddie. Of school days, games, and holidays.

Young Americans in the British Isles. (Tomlinson.)

Travels through England, Ireland, Scotland, and Wales.

China, Japan, and the Far East.

Adventures of a Younger Son. (Trelawny.)

A new edition of a book famous in the last century. This may or may not be a transcript of its author's own romantic and adventurous life. It is vigorous, a bit brutal at times, but always chivalrous and human. A book for older boys and men.

Chalmers of New Guinea. (Kelman.)

In "The Children's Heroes Series." Short attractive life of this great hero so like Livingstone. Every child of ten should read this.

China's Story. (Griffis.)

"In myth, legend, art, and annals." A less expensive volume for younger children is "Story of China," by Van Bergen.

Chinese Boy and Girl. (Headland.)

Games, plays, and folk-tales of Chinese children. Another volume by the same author is "Our Little Chinese Cousin."

Japan. (Griffis.)

"Its history, folk-lore, and art." A less expensive volume for younger children is "Story of Japan," by Van Bergen, which is short and graphic. These are not recent books.

Peeps at Many Lands, Burma. (Kelly.)

Peeps at Many Lands, Ceylon. (Clark, Stewart, and Creyke.)

Story of Bishop Patteson. (Paget.)

In "The Children's Heroes Series." Little life of the great missionary to the South Seas, of his self-sacrifice and faithfulness. Thrilling and picturesque with its setting of South Sea adventures.

Two Years in the Jungle. (Hornaday.)

Adventures of a naturalist in India, Ceylon, the Malay Peninsula, and Borneo. For young people and adults.

Finland.

Finland and the Tundra. (Walter.)

"The land of the bear and the walrus," in which live Finns and Samoyads. "Peeps at Many Lands Series."

France.

Hero Stories of France. (Tappan.)

Vivid, interesting stories of kings and heroes who from early times have made France strong. To read aloud and for the children's own reading,

Story of France. (Macgregor.)

Romantic and picturesque history, from the Druids to the Franco-Prussian War. Uniform with Marshall's "An Island Story." A cheap but excellent text-book volume of French history is Dutton's "Little Stories of France." Dalkeith's "Stories from French History" contains short

picturesque biographies of Clothilde and Clovis, Charlemagne, St. Louis, Joan of Arc, the Huguenots, Marie Antoinette, and Napoleon.

Tales of Old France. (Creighton.)

Beginning with Vercingetorix 52 B.C., and ending with the story of Mère Angélique of Port Royal about 1600. Romantic and good to read aloud. Colored pictures.

When I Was a Girl in France. (Beuret.)

Home-life among the Jura mountains, told in sprightly French style. The English a bit foreign at times makes the story more realistic.

Germany.

Fritz in Germany. (McDonald, Blaisdell, and Dalrymple.)

"Little People Everywhere Series."

Little Stories of Germany. (Dutton.)

Simply told biographical tales about Charles the Great, Barbarossa, Peter the Hermit, Dürer, Gutenberg, and other well-known people who helped to make German history. Textbook cover.

Our Little German Cousin. (Wade.)

"Little Cousin Series."

Peeps at Great Cities, Berlin. (Siepen and Metz.)

Holland.

Brave Little Holland. (Griffis.)

History of the Netherlands from the earliest times to the reign of Queen Wilhelmina.

Siege of Leyden. (Motley.)

Condensed from "Rise of the Dutch Republic." Edited by Griffis.

Story of Holland. (Banks.)

Includes "The Boys' Motley." Narrative of heroic Dutch deeds during the War for Independence in the Netherlands. Large gift book, colored illustrations.

When I Was a Girl in Holland. (de Groot.)

True story of a Frisian girl who came to America when she grew up. Tells of Frisian farms, school days, playing games, St. Nicholas, and skating. Informative.

Young People's History of Holland. (Griffis.)

The origin of the cities, the crusades, feudalism, the eighty years' war for freedom, and life under the old republic and the modern kingdom.

Holy Land.

Festival Stories of Child Life in a Jewish Colony in Palestine. (Trager.)

A valuable little book describing Jewish colonization of the Holy Land. Also explains Jewish holidays.

Stories of Child Life in a Jewish Colony in Palestine. (Trager.)

The fun, trials, and adventures of some Jewish children in a modern farm colony. This and its companion book, "Festival Stories," will help Christian children to understand their Jewish playmates.

Twin Travelers in the Holy Land. (Wade.)

The American Twins, Lucy and Joe, spend a delightful vacation time in Palestine just before the Great War. A lively, interesting, also reverent story. Colored frontispiece and attractive photographic reproductions.

When I Was a Boy in Palestine. (Kaleel.)

The author, an American college athlete, describes his

boyhood as a native Christian in Palestine. He tells of children's games, home-life, customs, the present religions of Palestine; of Jerusalem and interesting things in Palestine.

Italy.

Peeps at Great Cities, Rome. (Genn and Pisa)

Peeps at Many Lands, Italy and Greece. (Finnemore and Browne.)

Rafael in Italy. (McDonald, Blaisdell, and Dalrymple.)

"Little People Everywhere Series."

When I Was a Girl in Italy. (Ambrosi.)

Marrietta Ambrosi tells of her home-life, playmates, games, and work.

Japan. (See *China, Japan, and the Far East.*)

Mexico.

Manuel in Mexico. (McDonald and Dalrymple.)

"Little People Everywhere Series," also, "Our Little Mexican Cousin," by Butler.

Story of Mexico. (Banks.)

History of Mexico from legendary times and the Conquest by Cortez, to Madero and Calles. Includes "The Boys' Prescott." Large gift book with colored illustrations.

When I Was a Girl in Mexico. (Godoy.)

About Mexico City, what Mexican children play, how they keep holidays, and have other good times.

Near East and Egypt. (See also *Holy Land.*)

Children of Ancient Egypt. (Lamprey.)

Manners, customs, and beliefs of the early Egyptians, woven into a story about a little Egyptian girl. Informative. Attractive in cover and type. Pictures in the Egyptian style.

When I Was a Boy in Armenia. (der Alexanian.)

This little book, says its author, an Armenian, also a student at Harvard, "is a plain, sincere, and unvarnished history of my life in my native land. I unfold it before the reader, like a panorama, with its dark and its bright colors."

When I Was a Boy in Persia. (Mirza.)

Doings of the wild Kurds, making of Persian rugs, Persian games, school-boy life, and all kinds of interesting information make this story of the author's boyhood, valuable to teachers and interesting. Good to read aloud to class.

When I was a Boy in Turkey. (Sabri.)

One of the best of this Series. The experiences of the author as a boy and as officer in the Turkish Army. Told in direct simple English, with a noble spirit of toleration and with patriotic affection for his native country and its people.

Norway, Sweden, and Denmark.

Gerda in Sweden. (McDonald and Dalrymple.)

"Little People Everywhere Series."

Our Little Swedish Cousin. (Coburn.)

"The Little Cousin Series."

Peeps at Many Lands, Norway and Denmark. (Ferryman and Thomson.)

Also "Our Little Norwegian Cousin," by Wade.

Stories of the Vikings. (Macgregor.)

Short chapters, each describing some side of viking life, — vikings in England, at home, in battle; their beliefs, customs, sea fights, and ships; contains, also, short biographical sketches of Harald Fairhair, King Hacon, Olaf Tryggvason, and other vikings.

When I Was a Boy in Norway. (Hall.)

"Norway's wonderland," its fjelds and falls, its Jotunheim Mountains; also its holidays, festivals, games, and Christmas in the "Land of the Midnight Sun."

When I Was a Girl in Sweden. (Hertzman.)

Swedish Christmas, a bear adventure, good things to eat on a Swedish farm, dream pancakes with spells and frolics all on Midsummer Eve, made life exciting for this little Swedish girl.

Portugal. See *Spain and Portugal.*

Russia and Siberia.

Boris in Russia. (McDonald, Blaisdell, and Dalrymple.)

Story of old Russia in the days of the Czars. "Little People Everywhere Series."

Peter the Great. (Abbott.)

Old-fashioned history, telling among other things of the revolt of Mazeppa, the invasion of Sweden, and the building of St. Petersburg.

Story of Russia. (van Bergen.)

Short graphic history from early times to 1905.

Spain and Portugal.

Josefa in Spain. (McDonald, Blaisdell, and Dalrymple.)

Story of a little girl who lived with the gipsies in the caves of Granada. "Little People Everywhere Series."

Peeps at Many Lands, Spain and Portugal. (Browne and Goodall.)

United States of America.

Alaska, the American Northland. (Gilman.)

In story form is here offered a great amount of information about Alaska and its natives, cities, fisheries, canneries, and possibilities. Scenery is described, stories and descriptions from well-known writers, are woven into the narrative. A most useful book in both library and school room.

Alice's Visit to the Hawaiian Islands. (Krout.)

Not a recent book, but it is still reliable and helpful. Describes a little girl's trip to the islands.

American Hero Stories. (Tappan.)

Brief stories for younger children. Some of the heroes are Columbus, Drake, William Penn, Washington, "Mad Anthony," John Paul Jones, and David Crockett. Beautiful edition with colored pictures, in Riverside Bookshelf.

American History Stories for Very Young Readers. (Tappan.)

Short stories about the Northman, Columbus, Virginia Dare, Pocahontas, the Pilgrim Children, Pontiac George Washington, and other historical people. From about 1000 to the World War. Good both for reading aloud and school work.

Americanization of Edward Bok. (Bok.)

A book that delights older boys and gives them impetus toward business and success. Good to read aloud.

Boy Life on the Prairie. (Garland.)

Tells not only of boy work and fun, but of the natural beauties of the unbroken prairies of Iowa.

Boys' and Girls' California. (Salisbury.)

Two children motor through California, visiting cities and historic places, and listening to tales about California. Large print and photographs. Excellent index makes the book useful as a child's guide.

Boys' Life of Abraham Lincoln. (Nicolay.)

Based on the standard life of Lincoln by Nicolay and Hay. A volume for younger children is "True Story of Abraham Lincoln," by E. S. Brooks.

Boys' Life of Edison. (Meadowcroft.)

Short, popular, and good.

Boys' Life of Roosevelt. (Hagedorn.)

First published in "Boy Life." The leading book about Roosevelt, for boys. Two other interesting lives are "Theodore Roosevelt, the Boy and the Man," by Morgan, and "Theodore Roosevelt," by Pearson.

Daughters of the Revolution. (Coffin.)

Also, "Boys of '76," "Boys of '61," and "My Days and Nights on the Battle-Field," "Old Times in the Colonies."

Famous Adventures and Prison Escapes of the Civil War.

Romantic and exciting stories collected from the "Century Magazine."

George Washington. (Scudder.)

The standard life for older children. A volume for younger ones is "True Story of George Washington," by E. S. Brooks.

Good Stories for Great Birthdays. (F. J. Olcott.)

Over 200 biographical stories about 75 historical people of North and South America. Founded on historical documents and data. Heroism, patriotism, loyalty, high adventure and the winning of Liberty both in North and South America, are emphasized. Story-teller's Programs, and Index.

Good Stories for Great Holidays. (F. J. Olcott.)

A collection of 120 stories about 17 American holidays — stories gay and grave, humorous or fanciful, also some spiritual, and others thrilling and awesome. Indexes of authors and subjects.

Grandfather's Chair. (Hawthorne.)

Stories from New England history.

Great Locomotive Chase. (Pittenger.)

Of a raid on a Georgia railroad, during the Civil War.

Heroes of Progress. (Tappan.)

Short, crisp, entertaining biographical stories about recent people, who have aided progress; among them Audubon, Goodyear, Elias Howe, Cyrus W. Field, Agassiz, Burbank, Clara Barton, Langley, Edison, Carnegie, Gorgas, Peary, and Goethals.

Heroes of the Navy in America. (Morris.)

Twenty-eight naval heroes from the time of the Revolution. Patriotic and dramatic in treatment.

Lafayette. (Madison.)

Biography of the Friend of America, with colored plates and black and white decorations. The great and brilliant moments of Lafayette's life are woven into a continuous narrative. Large handsome gift-book.

Louisa May Alcott. (B. Moses.)

Popular life of the author of "Little Women." Quotes from her journal and letters.

Making of an American. (Riis.)

How Jacob Riis the immigrant became Jacob Riis the boys' friend and a loyal American citizen. Told by himself. For older boys.

Mesa, Cañon, and Pueblo. (Lummis.)

A rewritten version of "Some Strange Corners of our Country."

My Autobiography. (McClure.)

A persistent, eager, generous-minded boy immigrated from County Antrim, Ireland, to America, and won by pluck and brains college degrees and international fame. A book to inspire older boys.

Old Time Hawaiians and their Work. (Lawrence.)

A history of Hawaii for children, and a source book of American history. The author is a teacher in Hawaii Contains among other things legends of the founding of Hawaii; about the first people, how they worked and played and lived long ago; how Captain Cook came to the Islands; and how those superior folk, the Hawaiians, made beautiful things of gourds, tapa, and featherwork. A textbook, but good reading.

Oregon Trail. (Parkman.)

The author's wanderings in 1846, and his adventures

with Sioux Indians. A specially attractive edition for boys, unabridged, is that with colored pictures in the Beacon Hill Bookshelf.

Ranch Life and the Hunting-Trail. (Roosevelt.)

Cowboy life. Illustrated by Remington.

Recollections of a Drummer-Boy. (Kieffer.)

Interesting experiences of a drummer-boy in the Union Army.

Source Readers. (Hart.)

Four volumes of American history, graded, and consisting of selections from many sources. Readable, but textbook in appearance.

Stories of America for Very Young Readers. (Tappan.)

Interesting unusual stories about the Constitution of the United States, the building of the City of Washington, our struggle against Pirates, the Pony Express, reindeer raising, and other American things. Told simply for American children.

Stories of Early American History. (Gordy.)

Stories simply told, about Columbus, Cabot, Vespucius, Balboa, Magellan, Cortes, Pizarro, Ponce de Leon, de Soto, Cartier, Drake, Raleigh, La Salle, Marquette; also stories about early Americans including Indians. Excellent informative pictures.

Story of Abraham Lincoln. (McSpadden.)

In "Famous Americans for Young Readers" Series. Human anecdotal life in McSpadden's brisk interesting style.

Story of Christopher Columbus. (Moores.)

Short life of the Great Navigator. Illustrated with wood-

cuts. A book to read aloud or to be given to the children in connection with their studies. Companion volume to this is, "Life of Abraham Lincoln for Boys and Girls."

Story of Columbus. (Seelye.)

A volume for younger children is "True Story of Columbus," by E. S. Brooks.

Story of my Boyhood and Youth. (Muir.)

A book for every older boy to read, about the struggles, ambitions and experiences of the Scotch boy who became a famous explorer and naturalist. Be sure to follow this with "Stickeen," a story of Muir's adventure on a great Alaskan glacier, and of his brave little dog. See also page 312.

Story of my Life. (Keller.)

The blind, deaf-and-dumb young girl, Helen Keller, tells of her awakening from dark silence into a knowledge of the life around her. A record of a human soul piercing through prison-bars of flesh. Before reading this, girls should be given "Closed Doors," by Montague, a volume of touching, beautiful stories about children, who, like Helen Keller, have been taught to see and hear without eyes or ears.

Three Years behind the Guns.

True record of a boy-sailor in the United States Navy. Tells of his visits to foreign ports, of Admiral Dewey, and the battle of Manila Bay.

True Story of U. S. Grant. (E. S. Brooks.)

Boy life, public life, and heroic deeds of this great soldier who has found his last resting place in a magnificent tomb on Riverside Drive in the City of New York.

Up from Slavery. (B. T. Washington.)

From slavery to founding a great educational institution for the Colored People, Booker T. Washington struggled

upward. A Colored man himself, his efforts for the betterment of his people were widely recognized and honored. A book to read in part aloud to older boys.

War of Independence. (Fiske.)

When They Were Girls. (Moore.)

Twenty-four stories about American girls who as women have helped to make America better. Small book, textbook cover. Short, readable stories. Some of the characters are Jane Addams, Louisa M. Alcott, Susan B. Anthony, Clara Barton, Evangeline Booth, Louise Homer, Helen Keller, Maria Mitchell, Kate Douglas Wiggin, and Frances E. Willard.

William Jackson, Indian Scout. (Schultz.)

"His true story told by his friend, James Willard Schultz." Life in a frontier fort, trapping, hunting, fights with Indians, and scouting make this biography lively.

Women in American History. (Humphrey.)

For older girls. Some of the women are, Pocahontas, Betsy Ross, Molly Pitcher, Martha Washington, Sacajawea, Harriet Beecher Stowe, Barbara Frietchie, and Clara Barton.

Miscellaneous.

Biographical Stories. (Hawthorne.)

Short sketches of Cromwell, Franklin, Newton, Samuel Johnson, Queen Christina, and Benjamin West. For older children.

Blue True Story Book. (Andrew Lang.)

Short tales related in dignified simple narrative yet with dramatic effect. The Montezuma stories are specially picturesque and thrilling. Other stories tell of Grace Darling, the escape of Cellini, the struggle of the British in

South Africa, the brave Zulus, the escape of Foxe from Turkish slavery, and other escapes.

Book of Cowboys. (Rolt-Wheeler.)

All about cowboys — about ranging the plains, Mexican cowboys, the real cow-punchers, and even the rodeo of to-day. For older boys.

Book of Missionary Heroes. (B. Mathews.)

Well written with picturesque detail. Includes such missionaries as St. Paul, Wilfrid of Sussex, St. Francis of Assisi, John Williams, Patteson, Chalmers, Livingstone, Mackay, Mary Slessor.

Book of the Happy Warrior. (Newbolt.)

Sir Henry Newbolt here tells with literary appreciation the romantic histories of Roland and Oliver, Richard Cœur de Lion, St. Louis, Robin Hood, Chevalier Bayard and other men of chivalry. The stories are based on original old romances and chronicles.

Book of the Long Trail. (Newbolt.)

The Long Trail is that of heroic exploration and travel through icy wastes and across dangerous deserts, pushing through jungles, visiting forbidden heathen lands, opening up unknown country. The heroes are intrepid, courageous, facing death, a number of them meeting with a lingering and terrible end. Some of the men who went on the Long Trail are Sir John Franklin, Sir Richard Burton, David Livingstone, Stanley, Burk and Wills, and Francis Younghusband. Good to read aloud.

Boys' Book of Battles.

Forty-one selections about famous battles, most of them by historians, poets, and story-tellers. Begins with Rameses' Song of Triumph, 1326 B.C., and follows through the centuries the development of warfare, ending with an aeroplane battle. A lively book emphasizing heroic and patriotic courage.

Boys' Froissart. (Lanier.)

Edited from Froissart's "Chronicles." A standard work for older children, but unfortunately not attractive in type, and cover. A good, cheap edition of the "Chronicles" is published in "Everyman's Library."

Captains of Industry. (Parton.)

Two volumes, first and second series. Contain short, interesting sketches of "men of business who did something besides making money," including merchants, manufacturers, inventors, journalists, and others. For young people and adults.

David Goes Voyaging. (Putnam.)

Told by twelve-year-old David who goes avoyaging with William Beebe on the steam yacht *Arcturus*. It is a question whether children like books by other children. Such books are apt to be shallow, conceited, and obviously patched and worked over by grown-ups. But this book has a truer ring, and young David frankly says that his mother helped him with the grammar and spelling. Line drawings lively and full of fun.

Cruise of the "Cachalot." (Bullen.)

A classic of the Sea. Should be read by every older boy. A handsome edition has colored illustrations by Mead Schaeffer.

Old World Hero Stories. (Tappan.)

Tells, among other things, of the barbaric invasions, the forming of the German nations, and life, progress, and discovery in the Middle Ages. A cheaper volume, with textbook cover, is "Famous Men of the Middle Ages," by Haaren and Poland.

Famous Voyages of the Great Discoverers. (Wood.)

Romantic adventures of the great intrepid mariners who

discovered America, the Spice Islands, the eastern passage to Asia, and first circumnavigated the globe. Style spirited. Index. For older boys.

Heroes of Missionary Enterprise. (Field.)

Some of the most intrepid explorers have been missionaries. Their adventures read like fiction. Among those, whose thrilling stories are in this book, are John Eliot, Isaac Jogues, David Zeisberger, Hans Egede, Abbé Huc, Dober, Vanderkemp, Robert Moffat, Livingstone, Dr. Judson, Robert Clark, and Bingham of the Sandwich Islands.

Heroines Every Child Should Know. (Mabie.)

Collection of short stories, including a few tales from the classics, and a number of biographical sketches of such women as Joan of Arc, Catherine Douglas, Lady Jane Grey, Flora Macdonald, and Madame Roland.

Heroines of Missionary Adventure. (Dawson.)

All sorts of adventures befell these women, among wild men, beasts, and other terrors. Some brought nursing and help of all kinds to savages and outcasts.

Historic Boys. (E. S. Brooks.)

Story lives of the boyhoods of such men as Brian of Munster, Olaf of Norway, William of Normandy, and Harry of Monmouth. Companion volume to this is "Historic Girls."

History Stories of Other Lands. (Terry.)

Six volumes of intrinsic worth. They are graded and are illustrated with story-telling colored plates many of them reproductions of paintings. They cover European history from legendary times to the present. They are well and briskly written, and are packed with information. The titles are, "Tales from Far and Near," "Tales of Long Ago," "The Beginnings," "Lord and Vassal," "The New Liberty," "The Modern World."

Home Life Around the World. (Mirick.)

A textbook but good reading for the younger children. About children of the Arctic, mountain and desert children, and boys and girls of jungles, islands, and forests.

Little Children of Mission Lands. (Entwistle.)

Stories for little children about children of other lands, simply and sympathetically told. If read aloud to little children, will make them feel their kinship with other children, whether yellow, black, or brown. Manners and customs are woven into the tales. Some of the children are Chinese, African, Persian, Arabian, Hindoo, Eskimo, Japanese, Papuan, Icelandic. Book not childlike in make-up.

New Geographical Reader, America. (Carpenter.)

A revised edition of this stand-by. Though a textbook it serves as a guide and book of general information about the United States, Canada, Mexico, Central America, and Panama. Index.

Peace and Patriotism. (E. S. Smith.)

A collection of poems, speeches, and other material specially useful in Library and School.

Red Book of Heroes. (Mrs. Andrew Lang.)

Twelve tales of the brave deeds and acts of mercy of such heroes as Florence Nightingale, John Howard, and Father Damien. Companion volume to this is "Book of Princes and Princesses," which contains interesting and picturesque boyhood and girlhood lives of famous historic people.

Story of Marco Polo. (Noah Brooks.)

Tales of the three Polos who entered the service of Kublai Khan.

Ships and Cargoes. (Leeming.)

For older children. An account of ships and commerce, shipping, merchant fleets, coal-tramps, oil-tankers, cargoes and from where they come.

Strange Peoples. (Starr.)

Of Indians, Mexicans, Finns, Lapps, Turks, Pygmies, and other strange peoples.

Thirty More Famous Stories Retold. (Baldwin.)

Includes, among other things, the stories of Columbus and the egg, Galileo and the lamps, and the man in the iron mask. Also, "American Book of Golden Deeds," containing stories of heroism.

Travels and Adventures of Raphael Pumpelly. (Pumpelly.)

Edited by O. S. Rice from "My Reminiscences," by Raphael Pumpelly, the prince of adventurers in Corsica, Austria, Japan, China, Central Asia, and Siberia. For older boys. A thrilling true story. Unfortunately with small type and textbook cover!

True Story Book. (Andrew Lang.)

Also, "Red True Story Book." Two volumes of adventures and achievements, exploits and escapes of historic people.

Two Years before the Mast. (Dana.)

For young people and adults. There are two fine editions of this classic, one illustrated in color by E. Boyd Smith, and the other with colored illustrations by Pears.

Books on the History of Art, Music, and Literature

Alice in Orchestralia. (La Prade.)

Alice goes down a tuba and finds herself in Orchestralia,

where she learns about musical instruments and how an orchestra is composed. Clever, lively, and authoritative. Written by a member of the Damrosch Orchestra, foreword by Damrosch. Appendix full of musical and orchestral information.

Beethoven. (Upton.)

A life of the composer for young folk.

English Literature for Boys and Girls. (Marshall.)

The romantic side of English literature is emphasized, and short sketches of the lives and personalities of many authors are given, together with brief quotations from their works. The volume is large, uniform with "An Island Story," and illustrated in color.

Lewis Carroll. (B. Moses.)

Also, "Louisa May Alcott." Miss Moses' books are specially adapted to the reading of young girls.

In the Days of the Guild. (Lamprey.)

Imaginative accounts of boys and girls of Medieval England. Describes the beautiful handiwork of those days, into which art, color, and design were wrought by workmen who loved their trades.

Riverside Art Series. (Hurll.)

Twelve volumes, each devoted to one artist and his work, and illustrated with fine reproductions of painting or sculpture. A series for younger children is Keysor's "Great Artists," in four volumes. The volumes of both the above series may be purchased separately.

Shakespeare, the Boy. (Rolfe.)

Tells of Stratford, of the home and school life, of the games, fairs, and holiday festivals of his day.

Stories of Art and Artists. (Clement.)

Handsome gift book. Contains many fine reproductions of famous sculpture and paintings, together with accounts of the artists. Originally published in "St. Nicholas Magazine."

Young People's Story of Art. (Whitcomb.)

Pleasant reading, full of anecdote, and illustrated with pictures.

CHAPTER XIV

USEFUL BOOKS

"... tongues in trees, books in the running brooks,
Sermons in stones, and good in every thing."
SHAKESPEARE.

EVERY active child is eager to make and do things, to act and to construct; and he is curious to know what makes machinery go, how flowers grow, what causes rain, dew, and wind, and how animals and birds live. The educational possibilities offered through the utilization of this instinct of curiosity are valuable. Fortunate is the child who has a good instructor, but where there is none a practical book may be made to take a teacher's place, if the would-be pupil knows how to extract its knowledge and to apply its principles to field or shop work. Parents may, by the gifts of useful books suited to the tastes and ages of their children, accustom boys and girls to scientific observation and construction, and the gathering of much knowledge.

The value of practical books as substitutes for teachers is continually demonstrated. On this principle is based the movement for "Adult Education." Within the present writer's knowledge many men and boys have, through the use of practical books, fitted themselves for careers or for promotion in their own lines. By following printed directions boys make model aeroplanes, miniature engines, and electric and other toys, and all this without adult supervision.

We have ample proof that boyish experiments and manual work may be forerunners of future serious and fruitful labors. Faraday, Nasmyth, Watt, Stephenson, Bessemer, Hugh Miller, Audubon, and many other great scientists and inventors began in boyhood to observe and experiment, and to make models. Of Sir Isaac Newton, his biographer Brewster writes that when a lad he "exhibited a taste for mechanical inventions. With the aid of little saws, hammers, hatchets, and tools of all sorts, he was constantly occupied during his play-hours in the construction of models of known machines and amus-

ing contrivances." Among these were a water-clock, a windmill, a mechanical carriage, and sun-dials. He also observed the apparent daily motions of the sun. Newton himself states that he began his own scientific experiments when he was fifteen years old.

It is impossible for a parent to forecast to what extent a boy's bent towards mechanics or experiment may be prompted by special ability, or by his natural desire to make things. Ability and taste cannot be forced, they develop by means of natural selection. For this reason a parent should provide any mechanically or scientifically inclined boy — or girl either — with books, tools, or instruments which will encourage him to spend his spare time in concentrated, serious work, and then leave his ability, if he has any, to manifest itself.

There is no end to the enjoyment or wholesome activity a boy may derive from a set of tools. While a practical book for a guide, and a corner, or workshop, where he may experiment undisturbed — and to which he may freely invite his comrades —

will prove incentives that may keep a lad at home, and give him opportunity to exercise his inventive faculties. He will at the same time gain a control of hand, a trueness of eye, and an accuracy of execution that will stand him in good stead all his life, whether or not he enters a trade, or an engineering, or a scientific profession.

Books on camping and athletics and field manuals for the young collector are the best of vacation companions; and nature essays and fiction draw a boy to observe and understand nature, and to appreciate her beauties and wonders. Books on dramatics, games, magic, and other entertainments help to fill the long vacation days and to while away rainy home-hours with pleasant diversions that keep children out of mischief and develop their ingenuity and powers of expression.

Girls, as a rule, are not interested in books on mechanics or applied science. The volumes that are peculiarly a girl's own are those that teach her how to make garments and pretty useful things for the house, and

also how to entertain her friends, and to keep house and cook according to scientific methods.

Books of games and dramatics and field manuals for nature study are also popular with girls, who should be encouraged in every way possible to make collections of natural objects, and to observe the habits of birds and the movements of the stars. A field excursion and a tramp in the woods or park bring not only health to the nature-lover, but delightful knowledge. A field book on wild flowers, or on minerals, birds, animals, and stars, a microscope or hand-telescope, field or opera glass, may make these trips fascinating as well as instructive.

There are so many really good books on electricity, mechanics, nature study, or other subjects that it is difficult to make a small selection of suitable and varied books for such necessarily short lists as are appended here. In making the choice, however, some general principles are followed. The volumes are by experts and reasonably up to date. Books are included that are suitable

for little children as well as for older boys and girls. Books of occupations are listed for the use of mothers during rainy days or in vacation time. Boys' books for shop or field work are mainly manuals and handy books giving information in direct, simple language, and illustrated with diagrams and drawings; boys prefer such to fiction telling how certain boys made or did things. Little children and girls, however, like knowledge wrapped in a sugar-coating of fiction, so there are included here instructive stories telling how girls cook, sew, or keep house for their families.

The list for the nature-lover offers a variety of subjects and treatments. It contains field manuals and instructive books for children old or young, and also essays of high literary merit showing the wonders and beauties of nature; these last are for young people and adults. The list closes with volumes of fiction and anecdote, chiefly about birds and animals. Nature fiction is not always strictly scientific in its deductions, and sometimes it misleads by attributing human

characteristics to animals who do not possess them; but the aim of such fiction is to throw the reader into closer sympathy with nature and to arouse compassion for ill-treated animals and birds. This romantic and imaginative nature fiction has its place in arousing interest in nature when the coldly scientific book fails. And once the children's interest is awakened they may be led to read the higher type of nature book as well as to observe nature for themselves.

Just here may be said a word for a science which is usually neglected, but which is peculiarly adapted to children — astronomy. It expands the imagination, it appeals to the reverent, awe-loving side of child nature, it uplifts the soul and mind and brings them into the presence, as it were, of God Himself, who binds "the sweet influences of the Pleiades," and looses "the bands of Orion"; for "the heaven, even the heavens, are the Lord's," says the Psalmist, "but the earth He hath given to the children of men." If the reader doubts the appeal of astronomy to children, let him take a child star-gazing

on some clear night — apart from the reflected, blinding light of the city. Let him give a child his first view of the fathomless black heavens, spangled with burning stars. Let him observe the effect of that awful beauty upon the child's imagination, and he cannot fail to be convinced of the spiritually enlarging, uplifting effect of the study of the stars and of the mysterious laws guiding the heavenly bodies.

As one reads the lives of the great astronomers one is deeply impressed by the reverence or spirituality with which they approached their work, and by the fact that they were lovers of flowers, poetry, and music. In significant contrast to this is the spiritual depression of Darwin, which caused him to write, "Now for many years I cannot endure to read a line of poetry. I have tried lately to read Shakespeare, and found it so intolerably dull that it nauseates me. I have almost lost my taste for pictures and music."

Newton, we know, was devoutly religious, and of Kepler it is said, "The magnificence and harmony of the Divine works excited in

him not only admiration, but love. He felt his own humility the farther he was allowed to penetrate into the mysteries of the universe; and sensible of the incompetency of his unaided powers for such transcendant researches, and recognizing himself as but the instrument which the Almighty employed to make known his wonders, he never entered upon his inquiries without praying for assistance from above. This frame of mind was by no means inconsistent with that high spirit of delight and triumph with which Kepler surveyed his discoveries." And though Sir William Herschel was reticent in religious discussion, the attitude of his research was reverent. "It is certainly," he said, "a very laudable thing to receive instruction from the great Workmaster of nature, and for that reason all experimental philosophy is instituted."

Before closing this chapter it is interesting to note here the recurrence of the arguments used by Tyndall to prove the exceeding great usefulness of the constructive imagination in scientific research and invention. "Kepler

has fortunately left behind him a full account of the methods by which he arrived at his great discoveries," writes his biographer Brewster. "When Kepler directed his mind to the discovery of a general principle he set distinctly before him, and never once lost sight of, the explicit object of his search. His imagination, now unreined, indulged itself in the creation and invention of various hypotheses. The most plausible, or perhaps the most fascinating, of these was then submitted to a rigorous scrutiny, and the moment it was found to be incompatible with the results of observation and experiment, it was willingly abandoned. . . . In the trials to which his opinions were submitted, and in the observations or experiments which they called forth, he discovered new facts and arrived at new views which directed his subsequent inquiries . . . and discovered those beautiful and profound laws which have been the admiration of succeeding ages." Kepler's "imagination as well as his reasoning faculties always worked together," writes Sir Robert Ball. "He was incessantly

prompted by the most extraordinary speculations. The great majority of them were in a high degree wild and chimerical, but every now and then one of his fancies struck right to the heart of nature, and an immortal truth was brought to light."

In interesting contrast to Kepler's method of work is that of Sir William Herschel, whose reason kept strict check on fancy. His was a controlled yet utilized imagination, the action of which was perhaps more coldly scientific than that of Kepler, but not so impelled by the intuition of genius. "We ought," he wrote, "to avoid two opposite extremes. If we indulge a fanciful imagination, and build worlds of our own, we must not wonder at our going wide from the path of truth and nature. On the other hand if we add observation to observation without attempting to draw not only conclusions, but also conjectural views from them, we offend against the very end for which only observations ought to be made."

All of which arguments help to prove the practical value of an active, well-balanced

imagination, and also to show that imagination may be cultivated not merely through the reading of classic literature, as shown in the preceding chapters, but also through the use of those practical books which preserve for us the records of the knowledge and experiments of scientific men.

For a discussion of recent books on nature, see page 27.

USEFUL BOOKS FOR BOYS AND GIRLS

(For other useful books, see Easy Reading, page 78. For editions, publishers, and prices, see Purchase List of Children's Books, page 343.)

Occupations for Little Children

Lady Hollyhock. (Walker.)

Tells how to make dolls out of flowers and vegetables. Colored pictures and simple text.

Little Folks' Handy Book. (Beard and Beard.)

Describing many pleasant occupations.

Pastimes for Sick Children. (Whitten and Whitten.)

And rainy day occupations for well children. All kinds of helpful information to help a sick child to be happy.

Stick-and-Pea Plays. (Pratt.)

Doll's furniture and other playthings made out of sticks and dried peas.

When Mother Lets Us Play. (Keyes.)

Charades, fairy tale plays, riddles, conundrums, and other play-games. Companion volume is "When Mother Lets Us Make Toys," by G. E. Rich.

Household Arts

A Hundred Things a Girl Can Make. (Snow and Froehlich.)

Practical and fascinating, with pictures, designs, and directions for making a variety of toys and pretty useful gifts from felt, cardboard, paper, wood, old jars and bottles, clothespins, and other materials.

American Girl's Handy Book. (Beard and Beard.)

Miscellaneous information telling how to make gifts, to entertain friends, to do needlework, painting, modeling, and to play games.

How to Dress a Doll. (Morgan.)

Patterns of underwear, also of a house dress, a party dress, and other garments; together with directions for making.

How to Make Baskets. (Mary White.)

Also, "More Baskets and How to Make Them."

Little Girl's Knitting and Crochet Book. (Klickmann.)

This little English book, with quaint pictures and pretty picture cover, will teach little girls how to use knitting-needles and crochet-hooks, and how to make many things for their dolls. Its companion volume is "Little Girl's Sewing Book." Another good book is "The Mary Frances Sewing Book," by Fryer.

Mother's Cook Book. (Bourjaily and Gorman.)

This dainty book might be called "The Little Mother's Cook Book," for it can help many a little girl to look after baby, cook for him, and watch his food from the time he is two till he is six years old. Every little girl who takes care of babies should have this.

Polly, Put the Kettle On. (Abbott and Penny.)

Polly has delightful times cooking for her father and learning many things about foods and their values in building the body.

When Mother Lets Us Make Candy. (Bache and Bache.)

A book of receipts for rainy days and for holidays, and for every day when one longs for a nice plate of candy! Companion volume is "When Mother Lets Us Cook."

Young People's Cook Book. (McFee.)

A home cooking-class of boys and girls learn surprising things about foods and how to cook them. Directions plainly given for simple delicious dishes, and a thread of story adds interest.

Things for Boys to Make and Do

American Boys' Handy Book. (D. C. Beard.)

Miscellaneous information on how to make all sorts of things for use or sport, including kites, fishing-tackle, blow-guns, magic lanterns, paper fireworks, and theatrical costumes.

Box Furniture. (Brigham.)

How to make one hundred simple and artistic pieces of furniture.

Boy Bird-House Architecture. (Baxter.)

Real houses boys can build for birds. Practical directions

with diagrams and pictures, also directions for winter care of birds.

Boy Collector's Handbook. (Verrill.)

Information about making collections of all sorts of things dear to a boy's heart.

Handicraft for Handy Boys. (Hall.)

"Practical plans for work, and play, with many ideas for earning money."

Hand Work for Boys. (Hughes.)

The author, instructor in manual arts, describes many things a boy can make with simple tools. A treasure of information for a clever lad.

Home-Made Games. (Hall.)

Ones easily made out of ordinary materials — target games, table tennis, home bowling alley, tossing games, marbles, tops, equipment for baseball diamond, tennis court, tether ball, trap ball, also football, tackle dummy, and how to make and play many other games.

Home-Made Toys for Boys and Girls. (Hall.)

Home-made windmills, kites, aeroplanes, motor boats, toy railways, elevators, also electric toys, and for girls, dolls' houses, dolls' apartment houses, and dolls' furniture.

Jolly Tinker. (F. M. Rich.)

How to tinker and solder, and make a variety of clever toys with simple tools and odds and ends of material.

Wonderland of Stamps. (Burroughs.)

A story in which are explained the meanings of postage-stamp designs. For the young collector. Fully illustrated.

Outdoor Life and Athletics

Boat-Building and Boating. (D. C. Beard.)

A handy book for beginners. Illustrated.

Boy Scout's Hike Book. (Cave.)

How to walk, to plan a hike, to outfit, make up grub-lists, cook, make camp, with many other practical hints and directions. Over one hundred illustrations. Written in lively straight-forward style. Light enough to be carried on a hike.

Boys' Outdoor Vacation Book. (Verrill.)

Camping, woodcraft, trailing, sports etc.

Field and Forest Handy Book. (D. C. Beard.)

A vacation book. Arranged by seasons. Gives suggestions for camp outfits, and tells how to make all sorts of things for outdoor use and pleasure.

Outdoor Boy Craftsmen. (Hall.)

At home, in the field and woods, in and out of the water. Over six hundred illustrations.

Sportcraft for All the Year. (van Horn.)

Nearly one hundred and fifty short descriptive articles of a great variety of interesting and fascinating sports — water sports, camp sports, garden sportcraft, home sportcraft, snow sportcraft, and indoor sports. A book to delight any red-blooded youngster.

Gardening and Home Pets

Child's Food Garden. (Kilpatrick.)

"School Garden Series." By an expert in school gardening. Tells in simple language and pictures how to plant, cultivate, harvest, and transplant common vegetables, what to do in season, about hot beds, drying fruits and

vegetables, and canning. For children eight to twelve years old.

Little Gardens for Boys and Girls. (Higgins.)

Well written, simple, and attractive. For younger children. Gives directions for making flower-beds, for planting seeds, and for the care of flowers. Illustrated with diagrams and photographs. A cheaper volume is Duncan's "When Mother Lets Us Garden."

Our Home Pets. (O. T. Miller.)

Birds, dogs, cats, monkeys, and other pets; and how to keep them well and happy. A good book for younger children is "When Mother Lets Us Keep Pets," by Johnson.

Games, Magic, and Parties

Boys' Games Among the North American Indians. (Stowe.)

Indian games of football, shinny, quoits, tossing games, and many unique ones. Good for a playground library.

Children at Play in Many Lands. (K. S. Hall.)

Games played by children all over the world. Simple directions and line drawings. For the younger children.

Children's Book of Games and Parties. (Bailey.)

Games for playing in barn, for walking, for rainy day, for school yard, for railroad traveling, pencil and paper games, games for parties of many kinds. Helpful for planning children's entertainments.

Four Hundred Games for School, Home, and Playground. (Acker.)

A treasury of games of every description, useful for parties, for playground, for class work in geography, language, history, reading, spelling, and other subjects. Full index.

Games for Halloween. (Blain.)

Spells, charms, guessing games, riddles, forfeits, Hallowe'en parties, and invitations.

Houdini's Book of Magic. (Houdini.)

Just the book of sleight-of-hand tricks to delight a boy of eight or ten. Also for party pastimes. Oblong, bound in pasteboard covers. With simple directions and diagrams.

Jolly Book of Playcraft. (P. Beard.)

How to make one's own games and play them too. Good times for winter evenings and rainy days.

Magic. (Hopkins.)

A complete and thrilling book. Contains accounts of ancient magic, and stage illusions of Kellar and Herrmann. Explains mysterious disappearances, conjuring tricks, ventriloquism, mind-reading, and thought-transference.

Magicians' Tricks. (Hatton and Plate.)

Instructions showing how to perform familiar and unfamiliar tricks: together with over two hundred and fifty illustrations. A less expensive volume of tricks is "Magical Experiments," by Good.

What Shall We do Now. (Canfield, and others.)

Directions for playing all sorts of games.

Dramatics

Children's Classics in Dramatic Form. (Stevenson.)

Four inexpensive volumes for dramatic reading or simple acting. Includes legends, fables, fairy tales, and miscellaneous stories.

Christmas Candles. (Carter.)

Well-developed yet simple plays with suggestions for lighting, staging, and costuming. Some of the titles are, "The Christ-Candle," "Their Christmas Party," "The Christmas Brownie," "A Puritan Christmas," "The Babushka."

Everyday Plays. (V. Olcott.)

Six fanciful plays. *The Bookman* says of them, "Both in subject treatment and ease of production, these little plays are models of their kind." With directions for costuming and costume illustrations. Illustrated by Harriet Mead Olcott.

Fairy Tale Plays and How to Act Them. (Lady Bell.)

Fourteen charming practical plays with directions for dances scenery, stage-management, costuming, illustrated by pictures and diagrams. Folk-songs and simple music have been added. A book that has stood the test of time.

Hänsel and Gretel. (McLaren and Harvey.)

Adapted from the opera of "Humperdinck." A literary play with charm. Written primarily for children six to eight years old. Costuming and some music given.

Happyland's Fairy Grotto Plays. (Stapp and Cameron.)

Fanciful happy plays, "pleasant to read, practical to act." Specially designed for fall and winter. These plays have grown out of an experiment in a little community theatre for children.

Helga and the White Peacock. (Meigs.)

A play of a human child stolen by trolls and how she was rescued. Also, "The Steadfast Princess," by the same author.

Holiday Plays. (V. Olcott.)

Plays for New Year's, Valentine's Day, April Fool's Day, Easter, Arbor Day, Halloween, Thanksgiving, Christmas. *The Dial* says of these, "All are short, easily given and have definite suggestions and pictures for costumes." Illustrated by Harriet Mead Olcott.

House of the Heart. (Mackay.)

Ten one-act plays, each conveying a lesson of courage, gentle manners, or contentment. Accompanied by directions for stage-settings, costumes, and acting. Also, "Silver Thread and Other Plays," by the same author.

Industrial Plays. (V. Olcott.)

Contributions of the Old World to cultural industries form the motives of these one- and two-act plays for young folk. They are fanciful, appealing, and easily acted. Jewelry, porcelain, silk and silkworms, Swiss watch-making, Belgian laces, Nuremberg toys, and the crystal wonders of Cornish mines are woven into the plots and fascinating backgrounds. In addition there are story-telling programmes, stories to read to the cast, and historical or legendary stories about the industries treated. Illustrated by Florence Egan.

International Plays. (V. Olcott.)

Material for this book was gathered by the author during years of settlement work among foreign-born, and during work among French war-orphans in France and travel in other countries. The New York *Evening Post* says, "The plays are replete with the atmosphere of the Old World, bringing delightful characterization typical of the countries represented." Illustrated by Florence Egan.

Little Dramas. (Skinner and Lawrence.)

Folk tales, fables and other literary material in dramatic form. Textbook cover. For primary classes.

Little Plays. (Dalkeith.)

Small inexpensive volume arranged for little people. Contains "Sir Gareth of Orkney," "The Princess and the Swineherd," "King Alfred and the Cakes," "Scene from Robin Hood," and "Scene from Uncle Tom's Cabin."

Patriotic Plays. (V. Olcott.)

Nine plays interpreting imaginatively some of the vital movements of our country to-day. Of these the *Book Review Digest* says, "The plays are simple and fanciful, with carefully chosen diction. Each one is preceded by a story giving the play's spirit and atmosphere, to be read or told to the cast." Illustrated by Harriet Mead Olcott.

Patriotic Plays and Pageants. (Mackay.)

Including tableaux, short one-act plays, and long pageants, all based on American historical incident and story. Gives directions for simple stage-settings and acting. By an authority on children's plays and pageants.

St. Nicholas Book of Plays and Operettas.

Seventeen plays and operettas with music, illustrations, and diagrams. Collected from *St. Nicholas Magazine*.

Short Plays for Young People. (Webber and Webster.)

Twenty plays of literary worth for boys and girls in their 'teens. Some of the plays are based on history and tradition, some have a literary background and some are fanciful. A few of the titles are "The Prince of Stamboul," by Lord Dunsany, "The Toy Shop," by Percival Wilde, "Pyramus and Thisbe," by Shakespeare, "John Silver Off Duty," by Stevenson, and "In the Good Green Wood," by Marjorie Benton Cooke.

Six Fairy Plays. (Syrett.)

Charming fanciful little plays. Companion volume is "The Fairy Doll and Other Fairy Plays for Children."

Star Child and Other Plays. (Benton.)

Pretty plays with ethical motives, adapted from Mrs. Gatty, Tolstoy, Longfellow, Lowell, Lessing, and other writers.

Treasury of Plays for Children. (M. J. Moses.)

Well selected and edited with sympathy for children's tastes, by the dramatic critic Montrose J. Moses. Besides being literary, this collection is delightful reading. The editor's own verses in ballad style add much to the reader's pleasure. Companion volume is "Another Treasury of Plays for Children," likewise literary and delightful. Both volumes are illustrated by Tony Sarg.

Civics, Ethics, and Health

Boys and Girls of Wake-Up Town. (Andress.)

By an expert in health education. A quick moving little story about boys and girls who clean up their town and care for their bodies. Will prompt children to keep clean and healthy. Textbook, but good reading.

Child's Book of the Teeth. (Ferguson.)

Popular, merry, informative. Simple reading and outline pictures. Textbook, but generally useful.

Child's Day. (Hutchinson.)

By a health officer and teacher. Suggestions for healthy happy living from rising to going to bed. Interesting brief simple explanations of why sun, air, sleep are beneficial, and why right doing of small daily acts are healthful. For children eight to ten years old. Illustrated. Book I of "Woods Hutchinson Health Series."

Etiquette, Jr. (Clark and Quigley.)

Popular, lively advice on manners for everyday boys and girls, and for their elders too. Practical, interesting, and suggestive.

First Aid for Boys. (Cole and Ernst.)

Recommended by the Librarian of the Boy Scouts of America. Tells what to do in cases of shock, fainting, sunstroke, concussion, apoplexy, burns, drowning, poisoning, bites, broken limbs, etc. Might well be entitled "first aid for boys, girls, and mothers." Useful for hikes, camping, and for the family medicine kit. Compact and handy, with index.

Hall with Doors. (Hasbrouck.)

The doors are opportunities for young business girls. Six stories about a club of high school girls choosing their vocations.

Helps for Ambitious Girls. (Drysdale.)

Advice concerning employments and professions. The companion volume to this is "Helps for Ambitious Boys."

Official Handbook. (Boy Scouts of America.)

A treasury of all kinds of information. Good for every boy to read whether a Boy Scout or not. Always get the latest edition.

Sure Pop and the Safety Scouts. (R. R. Bailey.)

A brisk little story. It may save the lives of many children if placed in their hands. Warns of dangers, tells how to meet them and prevent accidents. Teaches first principles of safety. Published under the auspices of the National Safety Council. The Council also publishes a monthly juvenile magazine of stories, poems, verse, plays, etc., "a magazine of the good adventure," called "Safety Education," quite widely used by school children. Also a life-saver!

Winning Out, a Book about Success. (Marden.)

Ethics of daily life and work illustrated by story and anecdote. The companion volume to this is "Success."

Young American Readers. (Fryer.)

Three volumes of good citizen stories and short articles graded, for use in library and school. "Our Home and Personal Duty," third and fourth grades; "Our Town and Civic Duty," fourth and fifth grades; "Community Interest and Public Spirit," fifth and sixth grades.

Young Folks' Book of Ideals. (Forbush.)

Practical ideals on daily life presented by means of snappy stories and anecdotes. Not at all preachy. Care of body, sportsmanship, comrades, reading, and many other topics discussed by the author who knows and understands boys. A good book for a father to read aloud to his boy of twelve or older.

Some Notable Modern Achievements

Boys' Book of Policemen. (Crump.)

The remarkable organization of the New York City police, how the men are trained, about their horses, dogs, heroic deeds, how they fight fires, rescue children, keep folk from accidents, and guard the great city in many brave ways. A book to make boys into better citizens. Companion volume is "Boys' Book of Railroads."

Boys' Own Book of Great Inventions. (Darrow.)

History, principles, application of the telephone, telegraph, wireless, aviation, steam, electricity, etc. Full and interesting. Pictures and diagrams.

Careers of Danger and Daring. (Moffett.)

Of the deeds of steeple-climbers, deep-sea divers, balloonists, pilots, bridge-builders, locomotive engineers, and other heroes of everyday life.

Fighting a Fire. (Hill.)

Organization of a great fire department, and the training and heroism of firemen. Not recent but inspiring.

Industrial Readers. (Tappan.)

Four slim volumes under the titles "Farmer and His Friends," "Diggers in the Earth," "Makers of Many Things," "Travelers and Traveling." Packed with valuable information presented in Miss Tappan's concise style. A little reference library of short accounts about farms and farm products; mining of coal, metals, and oil; railroads, freight, and transportation; factory production of common household articles. Illustrated with photographs.

Merchandise Manuals. (Kennard.)

Nine compact volumes, forming a small encyclopædia of facts given in brief, with indexes for ready reference. An invaluable set for library or school. Each volume is prepared by a student of the subject. All have been uniformly edited for practical use by B. E. Kennard. The titles are "Cotton and Linen," Thompson; "Glass and Glassware," Lehmann and Kennard; "Housefurnishing," Hutchinson; "Jewelry and Silverware," Kennard; "Leather Goods and Gloves," Lehmann; "Millinery," Aiken; "Notions," Souder; "Paper and Stationery," Lehmann and Kennard; "Silk," Thompson. Specially recommended for girls fitting themselves for the trades.

Modern Aladdins and Their Magic. (Rush and Winslow.)

Tells in crisp short articles about the making of many common things around us — a host of things that have fascinating histories. All these, the modern Aladdins have produced by rubbing the Lamp of Science. The excellent index makes this book invaluable in library and school, for children writing compositions, and for teachers wishing interesting true stories to tell. Many pictures.

Outline of Radio. (Hogan.)

Written by an expert. Bought by the United States Government for its radio service. Explains what the radio is and how it works. Simple, direct, nontechnical. For boy or man. With illustrations and diagrams.

Science of Everyday Life. (Van Buskirk and Smith.)

A textbook, but also a handbook for the laboratory work of the older boys and girls. Packed with information and has directions for experiments. Covers such subjects as the air and how we use it, water and how we use it, foods and how we use them, protection, homes, and clothes, and the work of the world including radio, electricity in the home. Diagrams and index.

Story of Gold and Silver. (Samuel.)

Also, the "Story of Cotton," by Curtis. Two pretty stories of the experiences of children who learn much about mining of gold and silver and its use as money, and about the raising and weaving of cotton. For younger children. For older children are "The Story of Lumber," and "The Story of Wool," by Bassett.

Ted and the Telephone. (Bassett.)

Into an interesting story is woven much information about the history and use of the telephone.

Books for Nature-Lovers

Beginner's Star Book. (McKready.)

"An easy guide to the stars and to the astronomical uses of the opera-glass, the field-glass, and the telescope." With charts of the moon, tables of times when planets are due, and star-maps for the study of the heavens. Seventy illustrations, and many charming descriptions of constellations, colored stars, etc. A dictionary of star information. A book for older boys and girls.

Being Good to Bears, and Other True Animal Stories. (Mills.)

Brisk little tales of the author's friendships with animals, and of his adventures out of doors. In the Riverside Literature Series.

Bird Life. (Chapman.)

Contains field key to common birds, descriptions of each species, and chapters on the structure of birds and on their migrations. With seventy-five colored plates. For young people and adults. Also, "Color Key to North American Birds," containing descriptions and pictures of birds.

Bird Stories from Burroughs.

Collection of delightful stories, printed in clear type, and readable for younger children as well as for older ones. Illustrated in color and black and white.

Book of Stars for Young People. (W. T. Olcott.)

Charts, diagrams, and myths of the stars. Arranged by seasons. Appendix contains much information. Readable and usable.

Book of Wild Flowers for Young People. (F. S. Mathews.)

Follows the months. Illustrated in color and black and white.

Burgess Animal Book for Children. (Burgess.)

With thirty-two colored plates and many black-and-white drawings. Dr. Nelson of the U.S. Department of Agriculture says of this book, that its author "combines a sympathetic love for the little wood-folk with an accuracy as to details worthy of a professional naturalist." Information conveyed by little stories.

Burgess Bird Book for Children. (Burgess.)

Colored pictures illustrating fifty-eight birds, and descriptions. Recommended by Dr. William T. Hornaday. Told in story form for little ones.

Burgess Flower Book for Children. (Burgess.)

One hundred and three flowers are pictured in color or black and white, with simple interesting information. Told in story form for little ones.

Butterfly Book. (Holland.)

Large volume giving much valuable information. Illustrated with forty-eight colored plates, and with many pictures in black and white. Shows nearly all well-known species of butterflies in America north of Mexico. Fine picture book, as well as reference book for butterfly collectors.

Canoeing in the Wilderness. (Thoreau.)

An attractive edition with colored pictures, of the latter half of Thoreau's "Maine Woods." For the nature-lover.

Chapters on Animals. (Hamerton.)

Of dogs, cats, horses, birds, and wild beasts. Illustrated with reproductions after Landseer, Millais, Bonheur, and other artists. Small book, inexpensive.

Children's Book of Birds. (O. T. Miller.)

Illustrated in color and black-and-white pictures. A charming nature book for children. This is the best bird book for children. Follow with "Bird Stories from Burroughs," and "True Bird Stories" by O. T. Miller.

Disappointed Squirrel and Other Stories. (Hudson.)

In exquisite English, these stories, taken from Mr. Hudson's "Book of the Naturalist," narrate rapidly and with

interest anecdotes and short tales gathered by the author from observation and friends. Some are stories of his Argentine childhood. They are unsentimental, whimsical and delightful to read aloud. Colored illustrations.

Everyone's Book of the Weather. (Williams.)

Meteorology is fascinating as may be seen from this book, and a knowledge of it helpful to everybody. Boy Scouts will find this book useful. Teaches about clouds, rain, heat, wind, thunderstorms, and how to observe and even make simple instruments for observation.

Evolution at the Bar. (Mauro.)

Crisp, concise, unsentimental statement of facts for and against the evolutionary theory. Keen and logical. For young people and grown people.

Familiar Trees and their Leaves. (F. S. Mathews.)

Birches, elms, oaks, maples, magnolias, willows, and other trees. Colored illustrations and two hundred drawings by the author.

Field Book of American Wild Flowers. (F. S. Mathews.)

A handy book for field work. Contains brief descriptions of many flowers, together with numerous illustrations helpful in identification. Arrangement according to family. Full index.

In Beaver World. (Mills.)

Companion volume to *The Grizzly*. True stories about the busy beaver. For the older boy who loves nature.

Little Star-Gazers. (Schwartz.)

Four pretty stories of little children living at different periods of the world, and what they thought of the stars. Colored pictures.

Lives of Busy Neighbors. (McFee.)

The industry of the marvellous insect world, told interestingly. A good book for the country vacation.

Manual for the Study of Insects. (Comstock and Comstock.)

For the young collector. Describes common species, and their habits. Well illustrated and contains keys to orders and families.

Nature Series. (Sharp.)

Four slim volumes of delightful vigorous talks on things in nature, written with the fresh interest and enthusiasm of a nature-lover. Titles of the books are "Fall of the Year," "Winter," "Spring of the Year," "Summer." Illustrated. Every Boy Scout should read these books.

New Heavens. (Hale.)

The wonders achieved by modern astronomical instruments. A short practical and thrilling exposition of the results of modern observation, illustrated with photographs. Written by the Director of Mount Wilson Observatory. For older boys and adults.

Plants and their Children. (Mrs. W. S. Dana.)

Tells of fruits, seeds, roots, stems, buds, leaves, flowers. For younger children.

Popular Natural History. (Wood.)

Readable account, illustrated with five hundred pictures of birds, animals, and reptiles.

Sea Stories for Wonder Eyes. (Hardy.)

On water-drops, sea-sand, sea-anemones, jelly fish, sponges, crabs, and other wonders. Attractively illustrated. For younger children.

Squirrels and other Fur-Bearers. (Burroughs.)

Includes the chipmunk, woodchuck, rabbit, hare, musk-

rat, fox, weasel, porcupine, and others of their kin. Illustrated with fifteen colored pictures after Audubon.

Star-Land. (Ball.)

About the sun, moon, stars, comets, shooting-stars, and other wonders of the heavens. Tells also of the discoveries of Kepler, Herschel, and other astronomers. Illustrated.

Stories Mother Nature told her Children. (Andrews.)

Stories much liked by little children. About amber, coal, Indian corn, flowers, sea-life, frost, and other things in nature.

Story of a Thousand-Year Pine. (Mills.)

Short true biography of a Yellow Pine Tree which lived over a thousand years. Good for Arbor Day exercises.

Strangeland Bird Life. (Snell.)

For little folk. In fiction form much information is given about the penguin and other Antarctic birds. Attractive pictures.

The Grizzly. (E. A. Mills.)

"Our greatest wild animal." True stories of grizzly life. Mostly from the author's own experiences. For young folk. Illustrated with photographs.

This Wonderful Universe. (Giberne.)

A book for every boy and girl, man and woman to read who wonders at the starry heavens. Beautifully written, rich with literary allusions, yet practical and full of information. Illustrated with photographs of the moon, planets, solar eclipses, a sweeping comet, nebulæ, etc. Tells how to study the heavens, and provides diagrams.

Training of Wild Animals. (Bostock.)

The great wild-animal trainer tells here of methods em-

ployed in training lions, tigers, and other beasts; also of the perils of wild-animal trainers.

Water Wonders Every Child Should Know. (Thompson.)

Charming little studies of dew, frost, snow, ice, and rain.

Wilderness Pets at Camp Buckshaw. (Breck.)

Of camp pets: bears, gulls, and other animals and birds.

Year Out of Doors. (Sharp.)

What to see and hear at different seasons of the Year. For the pocket of every nature-lover. Read a bit, look, listen, and delight in nature around you!

Nature Fiction

Animal Stories Retold from St. Nicholas.

Six volumes, "About Animals," "Brave Dogs," "Cat Stories," "Bear Stories," "Lion and Tiger Stories," "Panther Stories."

Animal Story Book. (Andrew Lang.)

Anecdote and adventure. Companion volume is the "Red Book of Animal Stories." Charmingly illustrated by Ford.

Baldy of Nome. (Darling.)

Exploits of a real Alaskan dog hero, the leader of a famous racing team. A favorite book with boys.

Black Beauty. (Sewell.)

Although, as a child said recently, "horses are out of date," this autobiography of a horse still carries its lesson of kindness.

Dog Heroes of Many Lands (Ives.)

A spirited collection of stories about real dogs — some of the dogs are, Tige the Goatherd, a dog of the Sierra Ne-

vadas; Sirrah of the Ettrick Hills; Darky, a New Zealand dog; Bum, a Brooklyn dog; a Kafir dog, and a fire-dog of New York. Sympathy for animals is stressed.

Dusty Star. (Baker.)

Dusty Star, named after the little puff balls of the prairie, has many adventures with his pet wolf. The story is told simply, poetically, and with sympathy for animals.

Frank of Freedom Hill. (Derieux.)

Stories about an intelligent pointer, and his master's little son. A thrilling book for all dog-lovers, boy or man.

Good Dog Book.

Famous authors in verse and story tell about many heroic dogs, about Rab, Stickeen, Patrasche, Scally, Barry, and their brave brother dogs, the friends or helpers of man. With colored pictures, in "The Riverside Bookshelf."

Kindred of the Wild. (Roberts.)

Delightful stories about forest animals, by a nature-lover.

Lady Green Satin and Her Maid Rosette. (des Chesnez.)

A tender human story of the adventures of a French lad and his gay trained white mice. It has delighted several generations of children. This new edition with line-drawings by Winifred Bromhall and introduction by C. W. Hunt is specially attractive. Good to read aloud.

Shasta of the Wolves. (Baker.)

Another friendly wolf story by the author of "Dusty Star." Little Indian Shasta is mothered by an old wolf, and makes friends with many a wild animal. He has exciting adventures with them. Among the best books for children from eight to ten years old.

Stickeen. (Muir.)

An exquisite bit of writing, in which is told of Stickeen "the wee hairy sleekit beastie" so constant, so brave, who follows his master over frozen heights and a lonely glacier.

Story of Matka. (Jordan.)

A little story about the seal islands of Bering Sea and the sealing trade. Kindness to animals is stressed. The author is an authority on seals and sealing.

Thunder Boy. (Baker.)

How Katoya the big panther protects Thunder Boy the lad. Story by the author of "Shasta."

True Bear Stories. (Joaquin Miller.)

Fascinating tales of the badness and mischief of bears wild or tame.

White Czar. (Hawkes.)

Of an Eskimo boy and his pet polar bear cub. The author, who is blind, makes his readers see most vividly the Arctic land, the life of its animals and its Eskimo hunters. A well-told story, with fine spirit.

Wild Animals I Have Known. (Thompson-Seton.)

Romantic stories about animals. Also, "Biography of a Grizzly," and "Lives of the Hunted." Two volumes of selections from the latter book are published under the titles "Krag and Johnny Bear," and "Lobo, Rag, and Vixen."

CHAPTER XV

RELIGIOUS BOOKS

"But continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them; and that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith that is in Christ Jesus. All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: that the man of God may be perfect, thoroughly furnished unto all good works." — ST. PAUL.

THE chief functions of the best secular literature are to exercise, develop and stock the mental faculties; to enrich the power of expression; and to show the workings of the laws of life, pointing the distinction between good and evil, not merely by showing the good, but also by presenting, in its right perspectives, such evil as is within the comprehension of children. It also shuts off the influence of bad books, which have such a tremendous power to sway children's actions.

But though secular literature can do this, and thus becomes an important factor in character-building, and to a certain extent is

able to arouse the spiritual sense, yet it has not the power to quicken *the will*, as has the impelling force of the Bible. The eyes may be opened to the nature of sin through the tasting of the apple of secular knowledge, but it is the power of the word of God that, in the face of temptations great or small, bows the understanding with conviction of the true way of righteousness. "For the word of God is quick, and powerful, and sharper than any two-edged sword, piercing even to the dividing asunder of soul and spirit, and of the joints and marrow, and is a discerner of the thoughts and intents of the heart."

The Bible reaches into the soul and impells the will to action. It clarifies the doubts of life; it makes the rugged places smooth; it comforts the afflicted; and shows the earnest searcher after truth the way to eternal life, bringing him, through Christ Jesus, from the presence of God the Judge into the presence of God the Father. The men and women of the Bible lived and were human like ourselves. All their acts are shown, good and bad; their hearts are shown, repentant and unrepent-

ant; their deeds speak for or against themselves, and are related with little or no comment, the reader being left to judge the actions according to the teachings of the Bible.

For these reasons every child should be made familiar with the Bible from babyhood up. It should be read aloud to him in all its dignity and grandeur, not in rewritten versions with sectarian comments. The simple but elevated language of the Bible, especially of the King James version, its objective treatment and dramatic action bring many parts of it within the comprehension of even a very young child. If it is read without theological comment he will gradually learn its inner meanings, and draw from it lessons untrammeled by narrowing theological discussions which too often obscure the simple but profound truths. He will gain a truer Christian point of view from the Bible teaching uncommented on, than from any adult's personal religious opinions.

A knowledge of the wonderful interdependence of all parts of the Bible, and of the unfolding of the relations of God to man as

shown therein, come slowly but surely to the child who hears the Scriptures read daily. And as life unfolds for the child himself he will consciously or unconsciously apply Bible standards to all he hears or does.

The religious instinct in little children is strong but expresses itself with simplicity and unquestioning faith. The little child will often ask searching, logical questions with the desire to know the reasons for things, questions which an adult finds hard to answer in the same spirit of simplicity and truth. In the development and feeding of the religious instinct of little children hymns take an important place, either sung, read aloud, or memorized. The more simple and dramatic of the Bible stories read aloud are much enjoyed by little children, and so also are the story parts of "Pilgrim's Progress."

Following childhood comes a period, so we are told by psychologists and physicians, of individual spiritual awakening and unrest. It comes at a time when the youth's reason is awakening, when he is in a glow of fervor and anticipation of life, that beckons him for-

ward through rosy clouds of romance into an unknown but much desired world of action. At this period there is a soul hunger, which if stifled, dwarfs or destroys this awakening inner life, and drags manhood or womanhood down to the dead level of a material world.

"There is a marked difference," writes William Forbush, "in the way this 'personalizing of religion' as Coe calls it, comes to boys and girls. With boys it is a later, a more violent, and a more sudden incident. With boys it is more apt to be associated with periods of doubt, with girls with times of storm and stress. It seems to be more apt to come to boys when alone; to girls in a church service."

During this period both boy and girl are reticent on religious matters, and often troubling thoughts seethe through their brains. Questions of salvation, of relations to God, of service to Christ, agitate and excite, and this for the most part without the knowledge of parents or teachers. Books at this period have an important function. If from childhood a boy and girl have been made rightly

familiar with their Bible they will turn to that for explanations and strength, and it will establish and steady them during this crucial and trying period. Even if they enjoy their Bible the boy and especially the girl will still look for a certain religious emotional satisfaction in secular reading.

The American Sunday School of the past catered to this craving of children and young people for religious expression through reading. It was a most important factor in Christain nurture. When the old-time Sunday School Library died, the churches lost an incalculably strong influence over the rising generations. They lost an opportunity to perpetuate Christianity through the children's books, and to mould Christian character through reading.

In the old-time Sunday School Library were two types of books — the first, a vigorous, reverent, often thrilling class of fiction — the second, religious stories some of them excellent, and others sentimental and morbid. The first class included such stories as "Robinson Crusoe," "Swiss Family Robin-

son," "Pilgrim's Progress," and a variety of robust tales of pioneer life, sea adventures, and historical romances. Many of these still form the nucleus of our best juvenile literature. The morbidly sentimental have happily fallen into the discard.

The passing of the Sunday School Library *per se*, is a tragedy. As a Sunday School attendance-builder its use is evident. It accustomed the children to think of life in its relation to God. It steadied and developed character. It supplemented class instruction in Christian Doctrine. When the Sunday School Library ceased to be a religious one and became secularized — a mere lending library of miscellaneous books — it began to die. The opening of a well-equipped public library children's room near a secularized Sunday School Library put the latter out of business. It was impossible for a church with small funds and narrow quarters to compete with a municipal tax supported library.

In an emergency it was right, of course, for a church to supply its young folk with good

general reading, rather than let them read trash or worse. But unless such a necessity existed, the true function of the Sunday School Library was to aid its own work.

With the passing of the old type of Sunday School Library, came a change in the character of new children's books. The sincerity, reverence, and rugged deep strength of the earlier period, gave place to a spirit in keeping with the dictum that new books for children must offend neither atheist, nor Gentile Christian and non-Christian, nor Jew. Yet must the emphasis be laid on the moral and ethical code of the Holy Scriptures Old and New. Hence we have a curious anomaly, a body of recent juvenile literature emphasizing those goodly things which have come down from the Father of Lights, yet avoiding any mention of the Source. Hence also the great body of modern juvenile literature has merely surface spirit, no depth. It is jolly, fairly ethical, bright, has plenty of action; but those qualities that produce character, truth, and strength, that make a book a classic to live forever, are lacking.

In these days of steadily increasing child-crime, of a growing multitude of youth for whom life stales and grows unbearable, we must gravely consider causes. One cause of this condition, we are told, is the lack of religion in education. The child lives in a machine-made age, he is taught a fatalistic, mechanical explanation of Life, in which there is no room for "Thou God seest me," nor for "the Fear of God," nor for God at all!

To shut God out of the children's minds, is to suffocate the religious instinct, to cut off the feelers of the Soul by which it searches out God. In childhood and youth, the religious instinct turns as naturally to God as the heliotrope lifts its face to the sun. Idealism is youth's heritage. Youth's idealism is precious to the progress of the world. Pathetic sight to-day! So many high school boys and girls, and college students too, who, as God made them to do, should be pressing eagerly, earnestly forward; full of enthusiasm, chivalry, romance, and idealism; and, hungry for the verities of the Eternal Spirit

— to-day blasé, shallow, selfish, materialistic, *outwardly*, but *inwardly* restless, soul-hungry, and hopeless.

Can a perfect rose be produced by forcing its bud and cutting off the sunshine? Force and darkness blight the young rose. So spiritual starvation blights God's children. This is for the churches to ponder. This attitude of modern educators together with the influence of our materialistic age are reacting seriously on modern juvenile fiction. The popular author of to-day dares scarcely mention the name of God, and assuredly not of Christ, lest it affect the sale of his book. The children's book-cases and the public children's library department are stocked with books many of which are pure, beautiful, and moral, but which are largely lacking in those qualities that feed the soul. The public library is a tax-supported institution and as such must be non-sectarian, but there is ample room on its shelves for books of a reverent Christian character, which are not written to forward the cause of any sect.

The number of reverent, non-sectarian

juvenile books of fiction may almost be counted upon the fingers of one's hands. Among these are "Daughter of the Rich," "Donkey John of the Toy Valley," "Captain Phil," "Wulnoth the Wanderer," "Chilhowee Boys," "The Luck of the Dudley Grahams," "Masterman Ready," "The Shoemaker's Son," and Mrs. Gatty's "Parables from Nature"; and even some of these stories are not particularly zealous in presenting religious ideas. Among the few recent authors whose books have something of the robustness and reverence of the past are Dillon Wallace, Perry Newberry and Frank Bullen. The present writer a while ago read through a series of four volumes telling about a sweet-tempered little girl, a minister's daughter in a small town, who helped to make happy her father's congregation. The reader could not find the name of God mentioned until towards the end of the fourth volume when the doxology was sung "with vim" at a school entertainment.

More reprehensible even than the lack of reverent juvenile fiction, is the usual manner

of rewriting Bible stories. Sectarianism, insipid language and sentimental ideas take the place of the dignified, simple Bible narration. From a literary standpoint alone the Bible cannot be improved on. Children can understand and like it, and its succession of clear, well-defined pictures, unembarrassed by detail, enter and make a clean-cut impression on the mind.

Take for example a certain volume of Bible stories, whose author claims to "retell the stories in literary form." The death of Sisera in the story of Jael offers a good illustration. The Bible narrative is as follows: "Then Jael, Heber's wife, took a nail of the tent, and took a hammer in her hand, and went softly unto him, and smote the nail into his temples, and fastened it into the ground; for he was fast asleep and weary. So he died."

The retold version reads: "Ah, what is that on the ground at her feet? A long sharp-pointed tent pin lies there, and near it is a heavy hammer. She can handle these more easily than a sword. Softly on tip-toe she

goes behind the curtains. She stoops over the sleeping man. The cloak does not wholly cover his head. The Gazelle holds the tent pin in one hand, and the hammer in the other. She shudders. A moment later she runs shrieking from the tent. With white face and frightened eyes, she stands under the palm trees and listens. There is no sound in the tents save the crying of a child that has been wakened from its sleep."

The author also informs the child that he does not know how many times Abel taunted Cain, and of Sarah, that "ninety years old though she was, she was as fair and lovely as when the Chief had wooed her in her girlhood in the Valley of the Euphrates, more than seventy summers before." Further, it is hard to recognize the heroes of this book as familiar Bible characters. Isaac and Rebecca appear as "Laughter and Beauty," Samson as "Splendid Sun," Gideon as "Idol Breaker," and Jesse and David as "Wealth and Darling." These may be the meanings of the names in their original language but translating them into plain, everyday Eng-

lish surely takes from their strength and beauty. If it is absolutely necessary to interest a child in Bible reading through the use of retold stories, the parent will find a very simple and popular rendition in Foster's "Story of the Bible."

Before closing this volume it is interesting to note what an important part the influence of the Bible has played in developing the best of secular literature for children.

The evaluator of children's books is constantly struck with the fact that, excepting for occasional lapses, taking all in all, a wonderfully high standard of morals pervades these stories. This is especially true of juvenile literature borrowed from folk-literature. But on turning to the latter source from whence stories are derived the reader finds it turbid with fetichism, cannibalism, human sacrifice, idol-worship, man-worship, devil-worship, and with rites, rituals, and morals contradictory to Christian principles, and so confused with good that it is difficult for the untaught to distinguish the bad from the good.

Yet amid this turbidity the reader may find many pure and moral precepts, and ethical interpretations of truth and much sublime poetry, lying like glittering gold in rocky matrix. This literary gold, separated from its dross, forms the nucleus of the best of secular literature for children. And the touchstone that tests the royal metal, and finds it pure, is the moral standard derived from the Bible. For it is public opinion, based on Christian teachings of what is right and wrong, that consciously or unconsciously influences parents, teachers, and the best of juvenile writers, to give children books that will bear the test of accepted principles, and will aid in making noble men and women according to the demands of a moral Christian world.

The enlightened public insists on honest and noble books for the children. Condemnation lies on the book inculcating low thoughts and ideas. The author wishing a lasting success for his books reaches upward toward the set standard and the result is that "The Arabian Nights' Entertainments" ap-

pears stripped of its grossness, while its richness of color, its virtues of hospitality, Eastern generosity, and reverence for age are emphasized. The Greek classics lose their impurities and appear in their heroic or delicate beauty. Juvenile stories of the Red Indian are permeated by a reverence for the Great Spirit, that is most impressive, but when considered in their native setting of fierceness and fetichism these ideas are by no means so impressive. King Arthur legends, edited or adapted for children, are cleansed of much that is unfit for boys and girls, and the chivalrous side is brought out strongly. The best of modern fiction for children emphasizes virtues that are generally accepted, if not always practiced by the Christian world. All juvenile literature now-a-days is held up to the accepted standard and that falling short of a reasonable degree of excellency will doubtless not live long.

Thus, much of the best world literature is more or less purified for the children by the action of Christian standards derived from the Bible, and becomes a complement of the

ethical and moral teaching of the Bible itself. But among all the books of literature thus converted to the children's use, the Holy Bible towers like a mountain of divine strength amid little foot-hills which reflect the light that made Moses's face to shine. And it brings to "men of willing hearts," the knowledge of the love and salvation of Our Lord and Savior Jesus Christ.

SOME SUGGESTED READINGS FROM THE BIBLE

If children are not too young it is well to read the Bible systematically through to them, skipping genealogies and unsuitable parts. If, however, the children are quite young the following Bible stories will interest them. Children should be urged to memorize beautiful and helpful selections from the Scriptures. A list of such is appended here. The treasures of the Bible are literary as well as religious and moral. The man or woman is not thoroughly educated who is unfamiliar with Bible stories and allusions constantly used in secular literature, because of their force in pointing a moral. In making the selections here this literary side has been considered as well as the religious side.

From the Old Testament.

The Creation and the Garden of Eden, Genesis I–III; Noah's Ark, Genesis VI–IX; The Tower of Babel, Genesis XI; Lot's Wife, Genesis XVIII–XIX; Abraham and Isaac, Genesis XXII; Jacob's Ladder, Genesis XXVIII; Joseph, Genesis XXXVII, XXXIX–L; The Ten Plagues and the Exodus, Exodus I–XV; Manna in the Wilderness, Exodus XVI; The Ten Commandments, Exodus XIX–XX,

XXIV, XXXI–XXXIV; Moses and the Rock, Numbers XX; The Serpents in the Wilderness, Numbers XXI; Balaam's Ass, Numbers XXII–XXIV; The Burial of Moses, Deuteronomy XXXIV; The Fall of Jericho, Joshua I–VI; The Judges, Judges II; Gideon's Fleece, Judges VI–VIII; Jephthah's Daughter, Judges XI; Samson, Judges XIII–XIV; Ruth; The Child Samuel, 1 Samuel I–III; David and Goliath, 1 Samuel XVII; Jonathan and David, and the Cave of En-gedi, 1 Samuel, XVIII–XXIV; The Wisdom of Solomon, 1 Kings III; The Queen of Sheba, 1 Kings X; Elijah and the Ravens, 1 Kings XVII; Elijah and Baal's Prophets, 1 Kings XVIII; Naboth's Vineyard, 1 Kings XXI; Elijah and the Chariot of Fire, 2 Kings II; Elisha and the Widow's Son, 2 Kings IV; Naaman, 2 Kings V; Jezebel, 2 Kings IX; The Destruction of Sennacherib, 2 Kings XIX; Manasseh, 2 Chronicles XXXIII; The Babylonian Captivity, 2 Chronicles XXXVI; Esther; Daniel; Jonah.

From the New Testament.

The life of Christ as told in the four Gospels is simple enough to be understood by young children, therefore selections are not given here. The following are the beautiful parables, and a few of the acts of the apostles.

The Sower, St. Matthew XIII, St. Mark IV, St. Luke VIII; The Debtor, St. Matthew XVIII; Laborers in the Vineyard, St. Matthew XX; Husbandmen and the Vineyard, St. Matthew XXI, St. Mark XII, St. Luke XX; Marriage of the King's Son, St. Matthew XXII; The Ten Virgins, and The Talents, St. Matthew XXV; The Good Samaritan, St. Luke X; The Lost Sheep, and The Prodigal Son, St. Luke XV; Lazarus the Beggar, St. Luke XVI; The Good Shepherd, St. John X; The Gate Beautiful, Acts III; Ananias and Sapphira, Acts V; Stephen the Martyr, Acts VI–VIII; Saul's Conversion, Acts IX; Peter's Vision, Acts X; Paul's Shipwreck, Acts XXVII–XXVIII.

For Memorizing.

And Jacob blessed Pharoah, Genesis XLVII, 7–10; I am the Lord thy God, Exodus XX, 1–17; the Lord bless thee, and keep thee, Numbers VI, 24–26; Entreat me not to leave thee, Ruth I, 16–17; Then the Lord answered, Job XXXVIII; Hast thou given the horse strength? Job XXXIX, 19–25; Psalms I, XV, XIX, XXIII, XXIV, XXVII, XXXII, LI, XCI, CIII, CXIX, CXX, CXXXIII; Proverbs III, VI, VIII; And there shall come forth a rod, Isaiah XI, 1–10; Behold my servant, Isaiah XLII, 1–9; Who hath believed our report? Isaiah LIII; Arise, shine; for thy light is come, Isaiah LX, 1–5; The Spirit of the Lord God is upon me, Isaiah LXI, 1–2; Behold, I will send my messenger, Malachi III, 1–2; And seeing the multitudes, St. Matthew V, 1–11; Our Father which art in heaven, St. Matthew VI, 9–13; Behold the fowls of the air, St. Matthew VI, 26–34; My soul doth magnify the Lord, St. Luke I, 46–55; Lord, now lettest thou thy servant, St. Luke II, 29–32; For God so loved the world, St. John III, 16–18; I am the bread of life, St. John VI, 35–40; I am the good shepherd, St. John X, 11–15; Let not your heart be troubled, St. John XIV, I am the true vine, St. John XV, 1–14; For I am persuaded, Romans VIII, 38–39; O the depth of the riches, Romans XI, 33–36; Though I speak with the tongues of men and of angels, I Corinthians XIII; And I saw a new heaven, Revelation XXI, And he shewed me a pure river, Revelation XXII.

Stories to tell or read aloud from The Pilgrim's Progress.

The Slough of Despond and the Wicket-Gate; The House of the Interpreter; Lions in the Way, and the Palace Beautiful; Apollyon and the Valley of Humiliation; Vanity Fair; Giant Despair and Doubting Castle; The Shepherds of the Delectable Mountains; Christian and Hopeful enter the Celestial City; Christiana sets out on her journey; The Forbidden Fruit; The Interpreters' House and Greatheart; Greatheart conquers Old Grim;

Greatheart overcomes Maul the Giant; Greatheart kills Giant Despair; The Enchanted Ground; Christiana enters the Celestial City.

Religious Books

The Bible.

The Holy Bible.

Authorized Version. Every child, as soon as old enough to read, should be given a well-bound attractive Bible. The child's name should be lettered in gold on its front cover. Such a Bible will be treasured for life, all the more because it brings childhood memories. A list of editions will be found on pages 353–355.

New Testament.

Authorized Version.

Proverbs.

A copy of proverbs should be given every boy of twelve years old.

Psalms.

Gospels. (Oxford Bijou Edition.)

What delight for the children to own these tiny tiny volumes, about two inches high with clear print and soft leather covers! A Gospel in each volume.

Gospels.

Four large, thin, almost square books with lovely colored pictures of the Holy Land, also interesting black and white ones. A complete Gospel in each volume. Illustrated by Harper and Clark. Large clear print. See also page 50.

Bible Stories in Bible Language.

An Old, Old Story-Book. (Tappan.)

Old Testament stories from the Authorized Version.

Follows chronological order. Attractive picture cover. Illustrated by Keller. Good to read aloud.

Bible Stories to Read and Tell. (F. J. Olcott.)

Not retold, but based on the King James' Version. One hundred and fifty stories from the Old Testament with references to Old and New Testament. Illustrated by Willy Pogany.

Old Testament Stories. (Chisholm.)

Stories selected for little children. Small book, picture cover and colored illustrations.

Parables.

Bible wording, illustrated by H. J. Ford, with full-page pictures. Large clear print. A delightful book for the nursery.

Stories from the Life of Christ. (Kelman.)

Selected for little children. Uniform with Chisholm's "Old Testament Stories."

Stories from the Old Testament. (Platt.)

For older children. Beautifully illustrated.

Story of the Bible from Genesis to Revelation. (Foster.)

If the mother wants a simple wording of the Bible, she will find this old standby reverent, and interestingly illustrated with three hundred engravings and colored plates. See page 324.

Bible History.

Our Young Folks' Josephus. (Shepard.)

"The Antiquities of the Jews," and "The Jewish Wars" simplified.

Story of the Last Days of Jerusalem. (Church).

Retold from Josephus's "The Jewish Wars." Contains most interesting colored illustrations.

Sacred Song and Meditation.

Babies' Hymnal. (McFadden.)

Oblong gift book. Includes such simple well-known hymns as "Jewels," "Jesus loves me," "Little drops of water," "There's a friend for little children," "Now I lay me," "Jesus, tender shepherd," and other songs, set to music. Dainty blue cover and marginal decorations.

Divine and Moral Songs. (Watts.)

Contains the old-fashioned verses of "How doth the little busy bee," "Let dogs delight to bark and bite," "The sluggard," "Hush! my dear, lie still and slumber," and other songs. Some of the religious poems are not particularly fitting for little children.

Imitation of Christ. (A Kempis.)

For young people and adults.

In His Image. (Bryan.)

Inspiring little talks on Christian topics and evolution. Includes good stories to tell. Useful for Sunday School teacher, and to read aloud.

Little Flowers of St. Francis.

Selections, including his sermon to the birds.

Sunday Book of Poetry. (Alexander.)

Literary and sacred selections, including not only the most beautiful hymns, but also religious poetry by Milton, Wordsworth, Campbell, Cowper, Kingsley, Newman, and other well-known poets and authors. This volume should be in every child's library. Uniform with Palgrave's "Golden Treasury."

Religious Fiction.

Ben-Hur. (Wallace.)

Stirring historical story of the times of Christ. For older children.

Child's Book of Saints. (Canton.)

A collection of mystic legends of saints and minsters. Poetic in language and style. Good to read aloud.

Golden Heart and Other Stories. (Amena Pendleton.)

The dainty covers of this book hold little imaginative allegories told with simplicity and charm. Originally prepared for a Swedenborgian Sunday School, but a number of the stories will delight children of all faiths. Delicate line drawings by Eudora Sellner.

In Assyrian Tents. (Louis Pendleton.)

Story of a boy captive and of the destruction of Sennacherib's army.

Nehe. (Siviter.)

Story of Nehemiah, King Artaxerxes's cupbearer, how he rebuilt the walls of Jerusalem.

Parables from Nature. (Gatty.)

Parables teaching hope, helpfulness, courage, and other virtues. Good to read aloud.

Pilgrim's Progress. (Bunyan.)

In the Riverside Bookshelf will be found a facsimile reprint of the first edition with colored pictures and picture-cover. Another finely illustrated edition of this classic is illustrated by the Brothers Rhead.

The First Christmas Tree. (Van Dyke.)

Describes the mission of St. Boniface, "The Apostle of

Germany." Illustrated by Pyle. Companion volume to this is "The Lost Word."

The Swordmaker's Son. (Stoddard.)

Story of a Jewish boy in the time of Christ. Told with a very reverent spirit, and keeps closely to Bible narrative.

Where Love is, there God is also. (Tolstoy.)

Also "What Men Live By," published together in a pretty small volume. Suitable for library and for Christmas and Easter gift.

APPENDIX

HOW TO PROCURE BOOKS THROUGH THE PUBLIC LIBRARY

For those living in cities and towns

The problem of procuring books is simplified for the city or town mother. She has the varied stock of the shops to choose from, and she may see and select her purchases. In case her community supports a children's department of the public library she may draw her reading from there, or she may consult the library expert in children's reading, who will gladly make suggestions as to what are the best books for children on any given subject.

The progressive modern library not only supports a well organized children's department, but it publishes carefully selected lists of best books for children, and special lists of books suitable for Christmas gifts; the last being accompanied by exhibits of the books themselves, placed in the library where parents may examine them at their leisure. These exhibits are of great value to parents and teachers and keep them in touch with the best new books for children and with choice editions and fine illustrators.

For mothers and others in the country

The mother of the rural community who has no opportunity to examine children's books may get excellent expert advice by writing to her state library commission, or to the nearest large library employing expert help.

Many states have library commissions. The functions of these institutions are to encourage the establishment of libraries in those communities which are able to support them; to help in the organization and development of new libraries; to send out traveling libraries, especially to rural communities, loaning them to study-clubs, schools, granges, small libraries, and to groups of persons who are willing to be responsible for the proper housing of the books and to allow their neighbors to use them. Some of the commissions will, on request, send their librarians to speak on books and reading or library matters, before town board meetings, teachers' associations, study-clubs, normal classes and agricultural meetings.

Many of the commissions publish helpful lists of books; make out free, on application, study-club programmes, and children's book lists; loan books to individuals who are out of reach of a library centre; and give advice on children's books and reading, as well as on ways and means of establishing new libraries. Some of the commissions publish periodical bulletins giving library news of their states and lists of good books on many topics.

Mothers, teachers, clubs, reading circles, wishing to borrow books, should write directly to the Secretary of the Library Commission of their own state. Information will be sent the writers on request.

ADDRESSES OF STATE AND PROVINCIAL LIBRARY COMMISSIONS

OF THE UNITED STATES AND CANADA

Alabama Department of Archives and History, Division of Library Extension: Director, Mrs. Marie B. Owen, Montgomery.

Arkansas Free Library Service Bureau, State Department of Education: Librarian, Mrs. Virgil McLellan, Little Rock.

British Columbia Public Library Commission: Secretary, Herbert Killam, Parliament Building, Victoria, Canada.

California State Library: State Librarian, Milton J. Ferguson, Sacramento.

Colorado State Library Commission: Secretary, Elfreda Stebbins, Fort Collins.

Colorado Traveling Library Commission: President, Mrs. Fannie M. D. Galloway, Denver.

Connecticut Public Library Committee: Library Visitor, Mrs. Belle Holcomb Johnson, Hartford.

Delaware State Library Commission: Librarian, Miss Ida V. Culbreth, Delaware State Library, Dover.

Florida State Library Board. In process of organization.

Georgia Library Commission: Secretary, Beverly Wheatcroft, Atlanta.

Idaho State Traveling Library Commission: Secretary, Elizabeth Russum, Boise; Librarian, Margaret S. Roberts, Boise.

Illinois State Library, Library Extension Division: Superintendent, Anna May Price, Springfield.

Indiana State Library: Director, Louis J. Bailey, Indianapolis.

Iowa Library Commission: Executive Secretary, Julia A. Robinson, Historical, Memorial and Art Building, Des Moines.

Kansas Traveling Libraries Commission: Secretary, Henrietta Alexander, Topeka.

Kentucky Library Commission: Secretary, Fannie C. Rawson, Frankfort.

Louisiana Library Commission: Secretary, Essae M. Culver, State Capitol, Baton Rouge.

Maine State Library, Bureau of Library Extension: Director, Theresa C. Stuart, State Library, Augusta.

Maryland Public Library Advisory Commission: Secretary, Mrs. M. A. Newell, 530 North Charles Street, Baltimore.

Massachusetts Department of Education, Division of Public Libraries: General Secretary, E. Kathleen Jones, State House, Boston.

Michigan State Library: State Librarian, Mrs. Mary E. Frankhauser, Lansing.

Minnesota Department of Education, Library Division: Library Director, Clara F. Baldwin, Saint Paul.

Mississippi Agricultural and Mechanical College: Extension Librarian, Nannie H. Rice, A. & M. College, Mississippi.

Missouri Library Commission: Secretary, Jane Morey, Jefferson City.

Nebraska Public Library Commission: Secretary, Nellie Williams, Lincoln.

New Hampshire Public Library Commission: Secre-

tary, Frances Hobart, State Library Building, Concord.

New Jersey Public Library Commission: Librarian, Sarah B. Askew, Trenton.

New York, the University of the State of New York, Library Extension Division: Director, Frank L. Tolman, State Education Building, Albany.

North Carolina Library Commission: Secretary and Director, Mrs. Lillian B. Griggs, Raleigh.

North Dakota State Library Commission: Secretary, and Director, Lillian E. Cook, Bismarck.

Ohio State Library: State Librarian, Herbert S. Hirshberg, Columbus.

Oklahoma Library Commission: Secretary, Mrs. J. R. Dale, Oklahoma City.

Ontario Department of Education: Inspector of Public Libraries, W. O. Carson, Toronto.

Oregon State Library: State Librarian, Cornelia Marvin, Salem.

Pennyslvania State Library, Extension Division: Chief, Robert P. Bliss, Harrisburg.

Rhode Island State Board of Education, Library Division: Secretary, Walter E. Ranger, State House, Providence.

South Dakota Free Library Commission: Secretary, Doane Robinson, Pierre. Address communications to Leora J. Lewis, Field Librarian, Pierre.

Tennessee Department of Public Instruction, Division of Library Extension: Director, Emma Watts, Nashville.

Texas Library and Historical Commission, State Library: Librarian, Octavia F. Rogan, Austin.

Utah Department of Public Instruction: Library Secretary and Organizer, Mosiah Hall, State School Office, Capitol Building, Salt Lake.

Vermont State Board of Education Free Public Library Department: Secretary, Mildred C. Cook, Montpelier.

Virginia State Library: Librarian, H. R. McIlwaine, Richmond; Library Organizer, Margaret V. Jones, Richmond.

Washington State Library Committee: Secretary, J. M. Hitt, Olympia; Library Organizer, Eleanor Stephens, Olympia.

Wisconsin Free Library Commission: Secretary, C. B. Lester, Madison.

Wyoming State Library: Librarian, Flo La Chapelle, Cheyenne.

HOW TO PROCURE CHILDREN'S BOOKS BY PURCHASE

This problem, as we have seen, is an extremely simple one for the city mother who may consult the public library expert in children's literature and examine the varied stock of the bookshops. But the mother who lives at a distance from bookshops must often make her purchases by mail. She should, as far as possible, buy through the nearest bookseller; in this way she will gain the benefit of lower prices on *some books* than are listed in the publisher's catalogues. She may also order through one of the large bookdealers who are agents for all publishers, and who carry on mail-order departments. Some dealers make a specialty of second-hand and bargain books. These latter books are the odds and ends of stock, "remainders" as they are called, bought new from the publishers and sold by the dealers for prices lower than those listed in the catalogues.

SELECTING EDITIONS

A beautiful book gives more pleasure and more surely whets the reader's appetite than does the same reading matter bound in gloomy covers and printed in small type. Therefore as far as possible attractive editions of the classics are listed in the following purchase list of books for children and young folk.

The serious question just now in regard to recent reprints of classics, is how far they have been abridged. The high cost of book production causes some publishers to abridge, and so cut down the number of pages.

Books thus affected are "Robinson Crusoe," "Swiss Family Robinson," "Ivanhoe," "Pilgrim's Progress," "Westward Ho!" "Lorna Doone," "Typee," and other stories of this class. "The Arabian Nights" is an exception, as it is so unfit for general reading in its entirety that even an Arabic scholar like Lane has abridged it for household reading. But the general rule is that editions of classic novels should not be given to children until they can appreciate them unabridged.

In making the following list, the present author has not had the time to check each edition verbally by some authoritative edition. As far as possible she has recommended unabridged editions, relying on the word of publishers that their special editions are unabridged. She has also listed some slightly abridged editions of certain classic works, because their beautiful illustrations are an education in art.

A number of handsome series of classics published for young folk have appeared during recent years. In fact, during the last ten years tremendous strides have been made in the production of artistic books for young folk.

Expensive editions, from $3.50 to $2.25, are published by several houses. McKay issues "Most Beautiful Books in America Series," at $3.50 to $2.00 per volume. They are handsome books with richly colored pictures, and are appropriate as gift books. Macrae-Smith publishes a fine illustrated series of books, $2.50 each, called "Illustrated Gift Books," and an edition of selected titles of great novels under the series-title, "Rittenhouse Classics," on thin opaque paper with brown and gold covers at $2.25 each. This last is for older boys and girls. Scribner's "Illustrated Classics for Younger Readers" presents large hand-

some gift volumes, with colored illustrations, at $2.50 each.

Two attractive series for boys and girls from ten to fourteen are being issued, at $2.00 a volume. "The Riverside Bookshelf," of Houghton Mifflin Company, carries out its famous name in this reprinting of books literary in merit that have stood the test of time. With decorative picture covers, and colored illustrations by well-known artists, the books are remarkably low in price for such large, fine-looking volumes. In it such titles reappear as "Juan and Juanita," "Rebecca of Sunnybrook Farm," "Ivanhoe," "Robinson Crusoe," and "Pilgrim's Progress." And Little, Brown & Co., in their equally handsome series, "The Beacon Hill Bookshelf," are making available stories which heretofore have been in less attractive form, stories that for the most part belong to the best of children's books. Picture covers and colored illustrations are by well-known artists. The titles do not duplicate those of "The Riverside Bookshelf." In "The Beacon Hill Bookshelf" appear such titles as "The Oregon Trail," "Little Women," "Polly's Secret," "The Boy Whaleman," and "Daughter of the Rich." Dodd, Mead & Co.'s "International Classics," each volume with 16 colored illustrations at $2.00 a volume, is a handsome series for older boys and girls and for grown folk too.

For $1.50 to $1.75 are issued attractive volumes in different series. Macrae-Smith's "Washington Square Classics" carries a number of famous titles, each volume with colored illustrations and in reinforced cloth binding, at $1.50 per volume. "The Fairmount Classics," also published by Macrae-Smith, attractive and decorative, slightly larger in bulk, and at the same price, contains such titles as "Moby Dick," and "The Last of the Mohicans." McKay's "Golden

Books Series," at $1.50 a volume, with gold decorated covers and colored illustrations, is remarkably attractive for the price. A series for younger children, which has proved most popular and covers a wide range of literature, specially of translations, is Lippincott's "Stories All Children Love." Substantially bound, attractive in shape, and with colored illustrations, printed in good type for little children, this is a practical as well as reasonably priced series. Another very reasonably priced series is "The Riverside Holiday Series," of Houghton Mifflin Company, compact small volumes in azure blue picture covers.

Of books from $1.75 to $1.00 there are many. The famous Harper's series of "Rhead's Illustrated Juveniles," at $1.75 each, have an artistically designed format in keeping with the spirit of their interesting black-and-white pictures. "Scribner's Series for Young People," compact handy volumes at $1.00 each, with colored pictures, includes such favorites as "Boy Settlers," "Hans Brinker," and "Hoosier School Boy." "The Newbery Classics" of McKay, at $1.00 a volume, cover such titles as "Black Beauty" and "The Princess and the Goblin." Grosset's "Every Boy's Library," at $1.00 a volume, contains reprints of good modern fiction, wholesome stories of adventure, sports, and scouting, the titles being approved by the Library Commission of the Boy Scouts of America.

Grosset publishes another cheap series, excellent in its way, called "Good Value Books," at 50 cents a volume, covering many titles, a number of them famous. Pretty covers make them attractive. Some have good print, others being long books, have small print. Of course the paper of these very cheap books is not of the best. One point in their favor is that their texts are not likely to be abridged. Such cheap books

are often reprints of old accepted texts. For those who cannot afford to buy better editions, these 50-cent books offer much good literature at a low price. They are nice books to give sick children, whose books must be destroyed.

All in all there is a rich choice of editions of classics and standards for children and young people, to fit all purses and tastes.

PURCHASE LIST OF CHILDREN'S BOOKS

FOR CHILDREN AND YOUNG PEOPLE FROM ONE TO SIXTEEN YEARS OF AGE

Figures in parentheses refer to the pages in this volume where may be found notices of the books. A few titles of excellent books have no page-references, because the titles were added after the notes were completed. A small number of the books listed are out of print, and may be found in second-hand bookshops. These are marked o.p. Publishers' prices change frequently.

Aanrud. Lisbeth Longfrock (p. 230). Ginn. $.64.

Abbott, Jacob. Franconia Stories. Putnam. $2.50.

Abbott, Jacob. Peter the Great (p. 264). Harper. o.p.

Abbott, Jane. Martha the Seventh. Lippincott. $1.75.

Abbott, Jane, and Penny. Polly, Put the Kettle On (p. 292). Lippincott. $2.00.

Acker. Four Hundred Games (p. 296). Owen. $1.50.

Adams, Andy. Wells Brothers (p. 237). Houghton. $2.00.

Adams, Katharine. Red Caps and Lilies (p. 234). Macmillan. $2.00.

Adams, Kathleen, and Atchinson. Book of Giant Stories (p. 119). Dodd. $2.00.

Addison and Steele. Sir Roger de Coverley Papers (p. 195). Riverside Literature Series. Houghton. $.56.

Adelborg. Clean Peter (p. 69). Longmans. $1.50.

Æsop's Fables (p. 114). Edited by Jacobs. Children's Classics. Macmillan. $1.75.

Æsop for Children (p. 114). Illustrated by Winter. Rand. $2.00.

Aiken. Opera Stories from Wagner (p. 196). Houghton. Illustrated, $1.75. School Edition, $.88.

Alcott. Jo's Boys. Beacon Hill Bookshelf. Little. $2.00.

Alcott. Little Men (p. 186). Beacon Hill Bookshelf. Little. $2.00.

Alcott. Little Women (p. 186). Illustrated by Jessie Willcox Smith. Beacon Hill Bookshelf. Little. $2.00.

Alcott. Works (p. 186). Little. $1.50 per volume.

Alden, R. M. Why the Chimes Rang (p. 128). Bobbs. $2.50.

Alden, W. L. New Robinson Crusoe (p. 240). Harper's Young People's Series. Harper. $.75.

Aldrich. Cruise of the Dolphin, Baby Bell, and Other Prose and Verse (p. 170). Houghton. Riverside Literature Series. $.32.

Aldrich. Story of a Bad Boy (p. 188). Riverside Bookshelf. Houghton. $2.00.

Alexander. Sunday Book of Poetry (p. 334). Golden Treasury Series. Macmillan. $1.40.

Alexanian, M. der. When I was a Boy in Armenia (p. 263). Lothrop. $1.25.

Ambrosi. When I was a Girl in Italy (p. 262). Lothrop. $1.25.

Amicis, de. Heart (p. 184). Thos. Y. Crowell. $2.50.

Same under title, Cuore. Thos. Y. Crowell. $1.50.

Andersen. Fairy Tales (p. 122). Illustrated by Pedersen and Stone. 2 volumes. Houghton. $2.50 each.

Same. Translated by Mrs. Lucas. Dutton. $2.00.

Same. Centenary Edition. Illustrated by Tegner. Century. o.p.

Andress. Boys and Girls of Wake-up Town (p. 300). Ginn. $.76.

Andrews. Stories Mother Nature Told her Children (p. 309). Ginn. $.64.

Applegarth. India Inklings (p. 256). Doran. $1.50.

Arabian Nights (p. 109). Edited by Dixon. Illustrated by Batten. Putnam. $2.50.

Same. Edited by Lang. Longmans. $1.75.

Same. Edited by Olcott. Holt. 3 vols. $2.00 each.

Same. Edited by Wiggin and Smith. Scribner Illustrated Classics. Scribner. $2.50.

Arnadottir. When I was a Girl in Iceland (p. 255). Lothrop. $1.25.

Arnold. Sohrab and Rustum (p. 152). Houghton. Riverside Literature Series. $.44.

Asbjörnsen. Fairy Tales from the Far North (p. 117). Burt. $1.25.

Aspinwall. Short Stories for Short People (p. 125). Dutton. $2.00.

Aulnoy. Fairy Tales (p. 122). Most Beautiful Books Series. McKay. $3.50.

Austen. Novels (p. 192). Illustrated by Brock. Dutton. 6 vols. $2.00 each.

Austen. Pride and Prejudice (p. 192). Illustrated by Brock. Rittenhouse Classics. Macrae. $2.25.

Austin. Basket Woman (p. 109). Houghton. $2.00.

Austin. Trail Bock (p. 126). Houghton. $2.50.

Aytoun. Lays of the Scottish Cavaliers (p. 171). Order through Scribner.

Baby's A B C and 1 2 3 Book (p. 67). Linenette Toy Books. Number 899. Gabriel. $.75.

Bache. When Mother Lets Us Make Candy (p. 292). Dodd. $1.00.

Bacon. Songs Every Child Should Know (p. 174). Grosset. $1.00.

Bailey, A. C. Katrina and Jan (p. 82). Volland. $1.35.

Bailey, C. S. Children's Book of Games and Parties (p. 295). Donohue. $1.00.

Bailey, Margery. Little Man with One Shoe (p. 83). Little. $2.25.

Bailey, R. R. Sure Pop and the Safety Scouts (p. 301). World Book Company. $.72.

Baker, E. A. Youngsters of Centerville. (p. 240). Holt. o.p.

Baker, Olaf. Dusty Star (p. 311). Dodd. $2.00.

Baker, Olaf. Shasta of the Wolves (p. 311). Dodd. $2.00.

Baker, Olaf. Thunder Boy (p. 312). Dodd. $2.00.

Baker and Thorndike. Everyday Classics (p. 79). Macmillan. Primer, $.60. First Reader, $.64; Second Reader, $.68.

Baldwin. American Book of Golden Deeds (p. 276). American Book Company. $.72.

Baldwin. Fifty Famous Stories Retold (p. 81). American Book Company, $.56.

Baldwin. Sampo (p. 152). Scribner. $2.00.

Baldwin. Story of Roland (p. 155). Scribner. $2.00.

Baldwin. Story of Siegfried (p. 152). Scribner. $2.00.

Baldwin. Story of the Golden Age (p. 156). Scribner. $2.00.

Baldwin. Thirty More Famous Stories Retold (p. 276). American Book Company. $.72.

Baldwin. Wonder-Book of Horses (p. 121). Century. $1.35.

Ball. Star-Land (p. 309). Revised Edition. Ginn. o.p.

Ballantyne. Coral Island (p. 225). Nelson. $1.00.
Ballantyne. Gascoyne, the Sandalwood Trader (p. 227). Cornhill. $1.75.
Banks. Story of Holland (p. 261). Stokes. $5.00.
Banks. Story of Mexico (p. 262). Stokes. $5.00.
Bannerman. Little Black Sambo (p. 82). Stokes. $.75.
Barrie. Peter Pan and Wendy. Retold with approval of Author (p. 125). Scribner. $1.50.
Bass. Lessons for Beginners in Reading (p. 79). Heath. $.64.
Bassett. Story of Lumber (p. 304). Penn. $1.50.
Bassett. Story of Wool (p. 304). Penn. $1.50.
Bassett. Ted and the Telephone (p. 304). Little. $1.65.
Bates, K. L. Ballad Book (p. 149). Sanborn. $.80.
Bates, K. L. Once upon a Time (p. 84). Rand. $2.00.
Bates, Lois. Fairy Tale of a Dog (p. 81). Longmans. $.30.
Bates, Lois. Fairy Tale of a Fox, a Dog, a Cat, and a Magpie. (p. 81). Longmans. $.30.
Baxter. Boy Bird-House Architecture (p. 292). Bruce Publishing Company. $1.00.
Baylor, Juan and Juanita (p. 230). Riverside Bookshelf. Houghton. $2.00.
Bealby and Fairford. Peeps at Many Lands, Canada and Newfoundland. (p. 255). Macmillan $1.25.
Beard, D. C. American Boys' Handy Book (p. 292). Scribner. $3.00.
Beard, D. C. Boat-Building and Boating (p. 294). Scribner. $1.50.
Beard, D. C. Field and Forest Handy Book (p. 294). Scribner. $3.00.
Beard, L. and A. B. American Girl's Handy Book (p. 291). Scribner. $3.00.

Beard, L. and A. B. Little Folks' Handy Book (p. 290). Scribner. $1.12.

Beard, P. Jolly Book of Playcraft (p. 296). Stokes. $2.00.

Bell, Lady. Fairy Tale Plays and How to Act Them (p. 297). Longmans. $2.00.

Bell, Lady. Singing Circle (p. 71). Longmans. $1.75.

Benét. Flying King of Kurio (p. 123). Doran. $2.00.

Bennett. Master Skylark (p. 232). Century. $2.00.

Benton. Star Child and Other Plays (p. 300). Writers Publishing Company. $5.00 (first edition).

Beowulf, Edited by Child (p. 151). Riverside Literature Series. Houghton. $.28.

Beston. Firelight Fairy Book (p. 123). Little. $2.50.

Beston. Starlight Wonder Book (p. 126). Little. $2.50.

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